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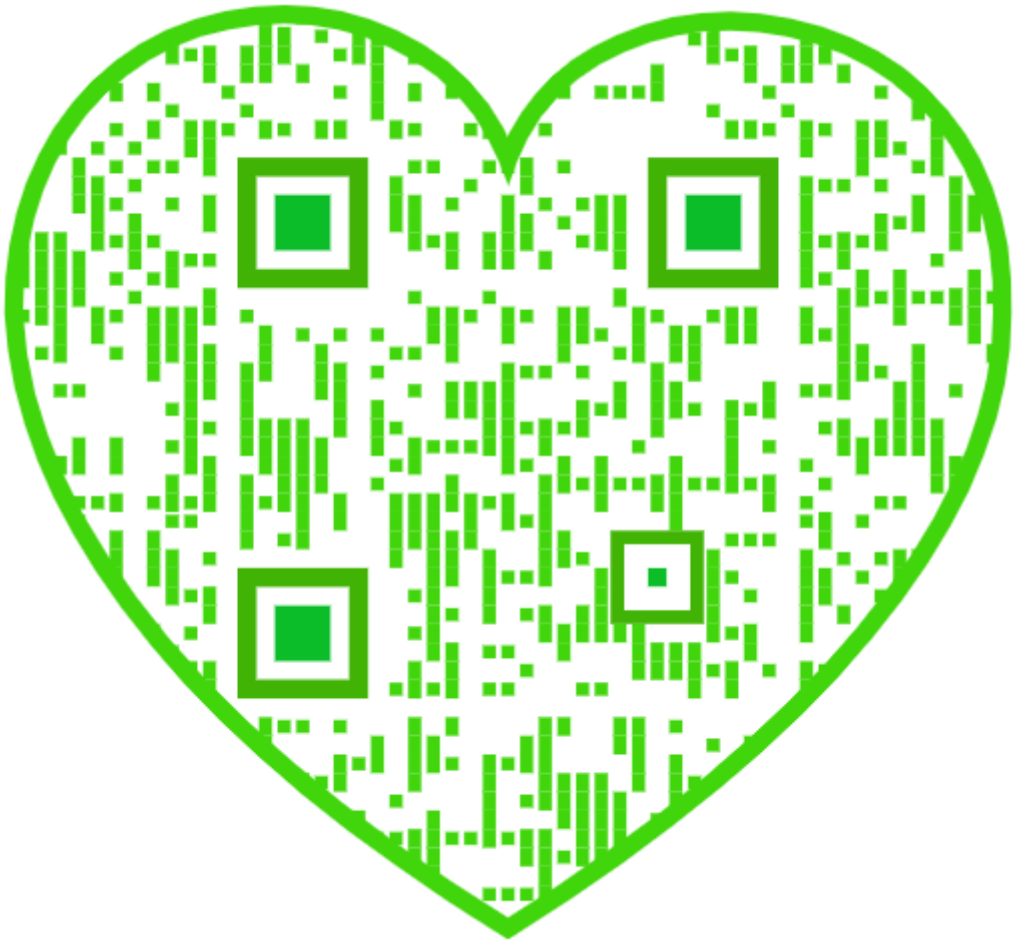

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LEWIS'
ALPHA VOWEL POSITION SHORTHAND
SYSTEM

TEXT BOOK

A system of shorthand having a complete alphabet, vowel characters with consonants attached, compound consonants by union of consonant characters, and position writing of vowels.

Easy to learn-legible-rapid. Combines the merits of vowel, syllabic, consonant and position methods.

Can be written with the fullness of long hand, abbreviated to syllables or on vowel positions.

By
CHARLES A. LEWIS, ESQ.

Pittsburgh, Pa.
Published by F. C. Feather & Co.
1915

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PREFACE

The system of shorthand treated of in this book is offered to the writing public without apology or excessive praise. Every system has its special points of merit and it is not deemed probable that the apparent merits of this system will lead to its immediate adoption by professional speed writers in place of the "complicated consonant, wordsign, mark" systems acquired by years of grinding practice, and which only the writer of the text can read, but it is hoped that this system will meet with the approval of the army of new writers and daily workers requiring practical speed united with legibility and ease of acquirement.

Speed may be attained, however, by practice, and a writer taking rapid utterance will be able to meet all requirements by the use of this system, and at the same time make a record that can be read and which never "grows cold."

Compound consonant signs, which are the bane of most systems, in this system follow logically from the alphabet characters and each other, and in union with vowel characters form a system capable of unlimited multiplication of word forms. The similarity of the movements of writing to the movements of longhand writing, the forward direction of the flow, the curve of the signs used and the construction of the entire word form without lifting the pen, lead to an ease of formation and speed in writing found in no other system of equal legibility.

The ability to write in full, by syllables or in vowel position at the will of the writer makes this system unique among shorthand methods, while its logical construction, keeping always in view the memory laws of association and similarity of form and sound, makes its acquirement and retention a matter of surprising ease and rapidity.

To the business, literary and professional man and woman desiring practical results with a minimum of time and effort expended, this system will prove to be an agreeable revelation of simplicity, legibility and speed.

THE PUBLISHER.

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INTRODUCTION.

Shorthand has become a necessity of the business, legal and literary world of the day. To meet this requirement both speed and legibility are absolutely essential. Could shorthand be taugh in childhood and the facility for the automatic recall of shorthand characters become equal to that exhibited in writing longhand, the prevailing criticism as to the complexity and uncertainty of shorthand writing might not exist. With most persons shorthand is or would be a useful art and not a profession, and for these, ease and rapidity of acquirement are almost as essential as speed and legibility.

Some systems sacrifice legibility to speed and some sacrifice speed to legibility while others, in the attempt to meet both requirements, accomplish neither and yet fail to arrive at the simplicity of construction essential to rapid acquirement. The memorizing of a number of arbitrary signs or characters is necessary to the acquirement of any system of shorthand, but that system is most perfect which taxes the memory least. The characters adopted must in some measure conform in movement to the style of longhand otherwise the hand must be trained to new and unfamiliar movements. The characters must be simple, plain and few in number, easily written, legible, distinct in combination, join together with facility and flow in the general direction of the writing.

To secure legibility all consonants and their compounds must appear and abbreviations and word signs must be avoided as much as possible. Vowels should be written or be designated by some other certain method, and all these requirements must meet the requirement of speed. The system developed here is an attempt to retain the value of consonant and vowel position writing in the attainment of speed in connection with the legibility secured by representation of all

sounds used in speaking. The Lewis' Alpha-Vowel-Position shorthand may be written letter by letter as in longhand; abbreviated to compound consonants attached to vowel stems; as a vowel or a consonant system; as a syllabic system; on position for vowels and on position on vowel stems for consonants.

Notwithstanding the seeming complexities the writing retains its simplicity, speed and legibility under all conditions and combinations. Arbitrary characters are used for the alphabet only. All combinations relate to the letter character and are plainly evident in all writing whatever its position on the line or page, or however compounded. The system is based upon three circles of different diameters and straight lines of various lengths. Everything in writing relates to the letter character of the shorthand alphabet and no confusion can arise even in the most complicated combinations. The memory is not overtaxed or confused, for having memorized the alphabet and the rule, all combinations follow logically, simply and relatively.

The practical merit of the system has been demonstrated in business and professional work and has been submitted to the judgment of professional stenographers with unqualified approval. While primarily developed by the writer for his own use in an attempt to secure a method of shorthand writing that could readily be learned and retained, and which would not "grow cold" to illegibility, the system has now reached the state of development which induces him to offer it to the public in the hope that it will fulfill existing conditions and meet with general favor.

CHARLES A. LEWIS.

Pittsburgh, Pa., Feb. 10, 1915.

PART I—PLATE I

FIGURES 1, 2 and 7

CHARACTERS.

The characters and alphabet used in the Lewis' Alpha-Vowel-Position shorthand method (Plate I, figs. 1-2) consist of three circles of various sizes, a small oval, an elongated ellipse and straight lines of various lengths. These figures are written either in full as characters (s-t-st) or are divided in a definite manner and each part given a definite value. The resultant curves and lines are placed in various relations to the writing line and to each other to designate single and compound consonant and vowel sounds and letters. For many purposes the vowel stem is treated as a line to determine the position of the attached consonants. Vertical lines are avoided as detracting from speed and the vowel stems are abruptly curved in the direction of the associate vowel to designate dipthongs, but treated as straight lines in relation to consonants.

Those characters most easily written and which combine with other characters with greatest facility are assigned to the consonants most used in writing. The same is true of compound consonants, which are represented by the union of the single consonant signs of which they are composed. The consonant characters attached to the vowels follow the forms of the characters of the alphabet. The distinction is similar to that between capital and small letters of the ordinary alphabet. All writing is downward or in the direction of the hand movement toward the right, except a few small consonant signs which stroke toward the left, (k-c-l-b) although each is a duplicate in form of its alphabet sign. Also a vowel

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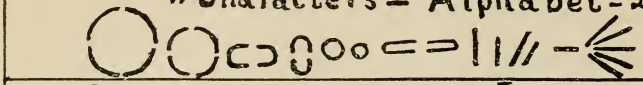
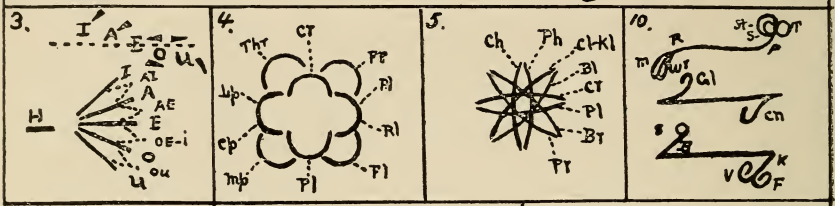
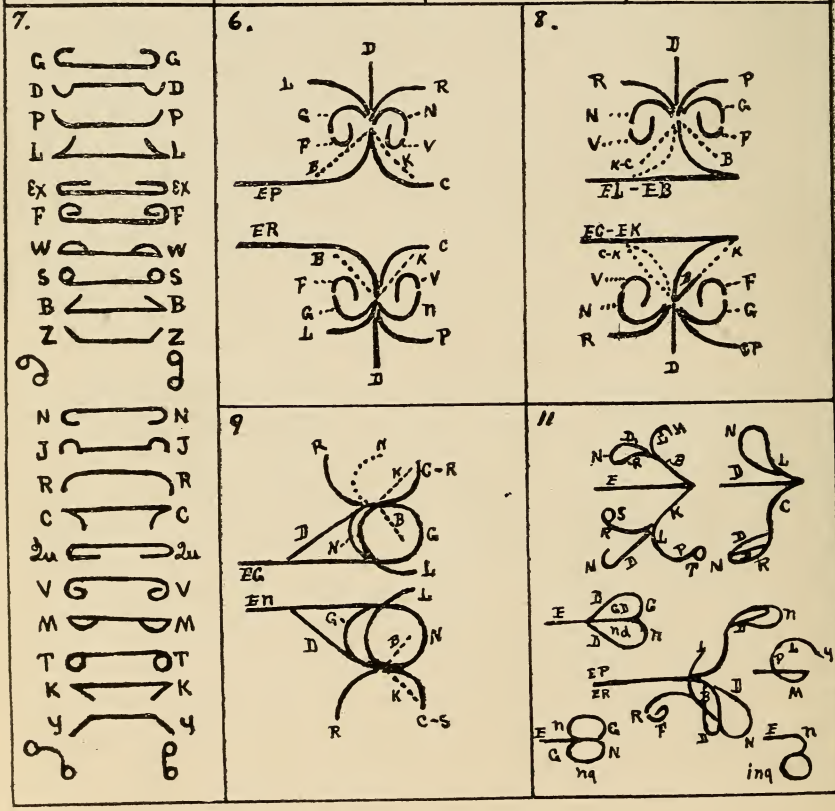


A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
2u	R	S	T	u	V	W	EX	y	Z	St	Sm	Sw	Tw	Th	Sh





stem following "s-t-st-ng" or like circular terminal characters may be written to the left, upward or downward, to avoid repeating part of the circular sign.

These similarities and distinctions are followed throughout the system so that compound consonant endings may be attached to the vowel stem in the same manner as single consonants, and at the same time take the form suggested by the alphabet character. This method is an aid to the memory and tends to shorten word forms and to facilitate writing. In writing the "capital letter character," the writing line measures the position of the character, but "small letter characters" attached to a vowel stem take their direction from the vowel stem as if it were a writing line. By this method, whatever the slope of the vowel, the attached consonant sign maintains its position relative to the vowel stem. The same is true of endings such as "ing," "ort," "ard," etc., so that the consonants or compounds follow a designated vowel in a determined form and relation. The initial vowel may be designated by mere pen pressure giving a slight mark in the direction of the vowel slope and "s" and "t" by a dot made in the same manner. Words containing but one vowel may be written as consonant characters in the vowel position on, above, or below the writing line and the vowel stem omitted. Silent and repeated letters are omitted in writing. Syllables such as "per-for-dis- etc.," may be written on position for the first vowel and consonants attached to the compound "pr-fr-ds" character with or without following vowels. Combinations of consonants such as "st" pr-sr-nd-gr," etc., follow from the form of the single letters, as "r" and "l" being quarter curves combine to make a half circle for "rl"-etc. The small letter sign attached to the vowel is combined with other small letter signs to create circles and curves bearing a direct relation to the constituent parts, the two forming a new figure or one of

larger size than the original parts or forms, and which is easily remembered and recognized, and can be made up from its parts by writing the letter signs as they come before the mind in writing the word. Unless spelling a name or other word to be copied in exact spelling, all words are written by sound, and the elements of a word should be memorized by sound and not by the name or number of letters constituting the word. Consonants are attached to the upper or lower side of the vowel stem, but always to the one or the other, never to both for the same sound or sign. The inside of a curved character and the left side of a vertical character is taken as the upper side in writing, and the outside of the curve and right side of a vertical character is taken as the lower side in writing. The consonant characters attached to the vowels are treated in the same manner and under the same rules when attached to curved "alphabet characters"; the consonants placed on the upper side of the vowel stem turning in on a curved consonant character and to the left on a vertical character, and those placed on the lower side turning out on the curve consonant character and to the right of the vertical character. (Plate 1, Fig. 7). The example at Plate 1, Fig. 7, are consonants with vowel "e"—as "ge"—"de"-"ed", etc. Notice that g-d-p-l-ex-f-w-s-b-z turn above the vowel stem and n-j-r-c-qu-v-m-t-k-y turn below the vowel stem "e". The first class turning in on the curve and to the left of the vertical characters and the second class turn out on the curve and to the right of the vertical characters. The size of the characters may be at the convenience of the writer, but care should be exercised to maintain the **relative** size, and speed is promoted by making the characters as small as is consistent with distinctness.

EXERCISES.

FIRST:—Practice writing the elements of the system shown on Plate I, Fig. 1, until they can be written from memory, giving each its name as written.

SECOND:—Practice writing the characters of the alphabet (Figs 2 and 7) until all are memorized and can be written at the naming of the letter without referring to the chart to refresh the memory.

NOTE:—Write the characters large and distinct at first and gradually reduce the size to that of ordinary writing, and write each with a single motion of the hand, wrist and pen.

PART II—PLATE I

FIGURES 3 and 7

VOWELS.

All vowels are represented by straight line characters as is also the sound for "h". The vowels a-e-i-o-u are represented by five straight lines or stems sloping toward the right (Plate 1, Fig. 3). Characters "w" and "y" are treated as consonants or when used as vowels take the sound of "i" or the dipthong "wy"—ou, etc., and are written as such by joining the "w" character with the "y" character or by abruptly curving the appropriate vowel stem into the dipthong sound used in utterance of the word.

The "i" and "a" vowel stems are written upward and the "u" and "o" stems downward, and all vowel stems are written toward the right in the direction of the flow of the writing, except initial vowel "ticks" and a few vowels following a circular terminal compound consonant. The vowel "u", being the least used sound, is given the stem direction downward nearest to the vertical as being the most difficult to write, while "e", the most used vowel and sound, is given the most easily written stem—horizontally toward the right. The slope of the stems should be such as to plainly distinguish between them but sufficiently inclined to make the movement of writing easy.

The length of the stem should suit the convenience of the writer's style but should be as small as is consistent with distinctness and ease of formation, as this promotes speed.

The vowel should be written as part of the "sound" represented by the union of consonant and vowel and not as

an isolated letter sound, as for example: "be" should be written as a single sound or syllable and not held in the mind as the two sounds and signs of "b" and "e". The consonant sign should be attached to that end of the vowel stem with which it unites in speaking the word, as in the word "faster"; the "f" is attached to the front of the "a" and the compound consonant "st" to the end of the same stem—and the whole combination written as one sound—the "e" stem is added as a continuation of the "fast" sign and the "r" attached to the end of the "e" stem, the sound "er" being written as one sound and sign. The whole word is thus written practically as two "sounds" and "signs". As a rule, write the sounds of the elements and combinations of a word in the grouping in which they are uttered in speaking the word, and as a single sound for each group. Keeping this rule constantly in mind will facilitate both the writing and reading of notes.

The "h" sign is a straight line made one-half the length of the vowel stem and in the same direction, and as part of the vowel stem to which it is attached. This distinction in writing makes the vowel stem one-half its length to add "h". Thus if "e" is made one-half inch in length, decreasing it to one-fourth of an inch in length adds "h" to the vowel sound. The "h" may be shaded by pressure to distinguish at which end of the vowel it is attached. Thus "e"—he; "a"—ha". etc. (Plate I, Fig. 3.) To this shortened "ha", etc., stem can be added the sign "w" giving "wha-whe", etc.; "t" giving "tha-the", etc.; "s" giving "sha-she", etc.

Likewise at the end of this shortened stem can be added the consonants following, as: "whe"-n, "wha"-t, etc., giving one stroke for the word "when", etc. This rule is followed whenever "h" precedes or follows a vowel stem, and wherever a consonant or compound consonant follows or precedes the shortened stem of the vowel with "h".

In writing vowels followed by "d", the "d" may be added by increasing the length of the vowel one-half. Thus, if "e" is written one-half inch in length, increasing the horizontal vowel stem "e" from one-half inch in length to three-fourths inch in length adds "d" to the vowel sound, as "ed-ad", etc. To this lengthened vowel stem may be added "t-s-st-g", etc., as with the single vowel stem and in the same manner explained for the shortened "h" vowel stem, as "t-ed", "s-ad", "l-id", "g-od", etc.

DIPTHONGS.

No provision is made in this system, nor in any other system of shorthand for distinguishing between the different sounds represented by the same vowel letter as that of "e" in "me" and "met", but the vowel stem used represents the vowel sounds of the letter, and the particular sound intended is taken from the context.

This same difficulty is practically fundamental in written English and cannot be considered as a defect peculiar to shorthand writing.

The union of vowel sounds into dipthongs can readily be designated from the single vowel in this system of writing by abruptly curving the vowel stem of the first vowel of the dipthong in the direction of the position of the associated vowel, as for example, the "o" stem may be curved abruptly

toward the "i" position for the "oi-oy" sound as in oil, and downward for the "ou" sound as in "house". These sounds and signs call for no special discussion in a work of this character. They may also be shown by writing both vowels in full or shortened form.

EXERCISES.

1. Practice writing vowel stems a-e-i-o-u rapidly according to the directions given, making the stem of a length and slope convenient to your style of writing but sloped sufficiently to distinguish the several vowels beyond doubt or confusion.

2. Write the vowel stems decreased to one-half its length to add "h", giving the sound "ha-he", etc., as you write the stems. Do not carry the "h" and vowel in the mind as two sounds but as one—"ha-he", etc., writing the combination as a single sound or tone.

3. Add the "w" loop on the upper side of the front end of the shortened stem giving the single sound "wha", "whe", etc., as you write.

4. Write the shortened vowel stem, attaching the "s" circle to the upper side of the front end of the stem giving the sound "sha-she", etc., as you write.

5. Write the shortened stem placing the "t" circle on the lower side of the front end of the stem giving the sound "tha-

the", etc. Initial and terminal "sh" and "th" may be shown by allowing the "h" to precede or follow the "s" or "t" as a short bar across the vowel stem, made as part of the stroke forming the circle of "t" or "s".

6. Practice adding the "w" loop and the "s" circle on the upper side of the shortened stem and the "m" loop and "t" circle on the lower side of the stem at the end of the stem, with and without the initial "s-t-w" as, "wha-t", "hat", "tha-t", etc.

7. Make all possible combinations of the "h" shortened vowel stem with "s-t-w-m" and with vowels without the "h" added.

(See Plate I, Fig. 7, for "s-t-w and m" characters.)

8. Perform all of the exercises prescribed for the shortened vowel "h" stem with the lengthened vowel "d" stem.

PART III—PLATE I

FIGURES 2, 9 and 7

CONSONANTS.

The consonant characters considered as to form may be divided into five classes: Plate I. Figures 1-2-7.

First: Those represented by curve lines consisting of one-fourth of a small circle; they are "c-r-l-p. Characters "c and l are written upward relative to the writing line and "p and r" downward.

Second: Those consisting of straight lines; they are "b-k-d-n-y-z-h." Characters "z and y" are usually attached to the other characters as small "ticks" or points. The other straight line characters are written downward and to the left except "h" which is written toward the right, and one-half the length of the vowel stem into which it merges in writing, or is merged as an extension of the curved consonant characters, as in "ch". Character "k" is one-half the length of "b" and "n" one-half the length of "d".

Third: Characters consisting of small half circles, ovals or ellipses; they are "g-n-d-j-ex-qu-w-m." These are attached to consonant and vowel stems in a manner hereafter explained.

Fourth: Characters consisting of full circles or ovals; they are "s-t-st-sm" and some other compound consonants to be explained later.

Fifth: A compound of the half circle and half oval; they are "f and v".

Notice that "d" and "n" have a straight line and a curved line joined in the alphabet character and either may be used

at will as the form of the word makes desirable, but they should not be used together in the alphabetic form.

The consonant characters may be divided, in reference to the manner of writing them, into two principal classes:

First: Those characters consisting of curved or straight lines to which hooks, circles, etc., can be easily attached; they are "b-c-d-h-k-l-n-p-r" (and the vowel stems).

Second: Those characters designed to be attached to the characters of the first class; they are "d-f-g-j-k-m-n-qu-ex-s-t-v-w-y-z."

Consonants characters may be divided (Plate I. Fig. 7) in reference to the position occupied when attached to a vowel stem as, **First;** "up-left-inside curve" characters; they are "g-d-p-l-ex-f-w-s-b-z."

Second: as "down-right-outside curve" characters—they are "n-j-r-c-qu-v-m-t-k-y-."

The first class is attached to the vowel stems and consonant characters on the upper side of straight horizontal and sloped characters, the inside of curved characters, and on the left side of vertical characters: The Second Class is written on the lower side of straight horizontal or sloped stems or characters, on the outside of curve characters, and on the right side of vertical characters.

Keeping these distinctions in mind, consonants may be joined in four principal ways.

First: By joining two of the first class together as "p-l-", forming a half circle "pl"; "p-r," forming a compound curve written downward; "c-l;" forming a compound curve written upward, etc. (Plate I, Fig. 4 and 5).

Second: By joining the second class together as g-n;

forming a horizontal oval; j-d; forming a vertical oval; s-t; forming a larger circle for "st" etc.

Third: By joining straight line characters with curve characters as "b-l-; r-n; c-h", etc.

Fourth: By joining the small circular, oval and curve characters and compounds of these, to curved and line consonant stems and with vowel stems—as "s-p; t-r; r-n; g-r; d-r; b-r; etc."

All of these combinations are met with in actual writing work and should be practiced until perfect familiarity is secured, writing relative to the writing line as in Plate 1, Fig. 2.

EXERCISES.

1. Form all possible combinations between "c-r-p-l-d-n-b-k;" keeping in view the up-down distinction shown on "plate I figure 7," except when writing the characters as capital letters.

2. Form all possible combinations between "c-r-p-l-" as a class and "g-n-d-j-s-t-st-w-m-f-v-sm-tw" as another class.

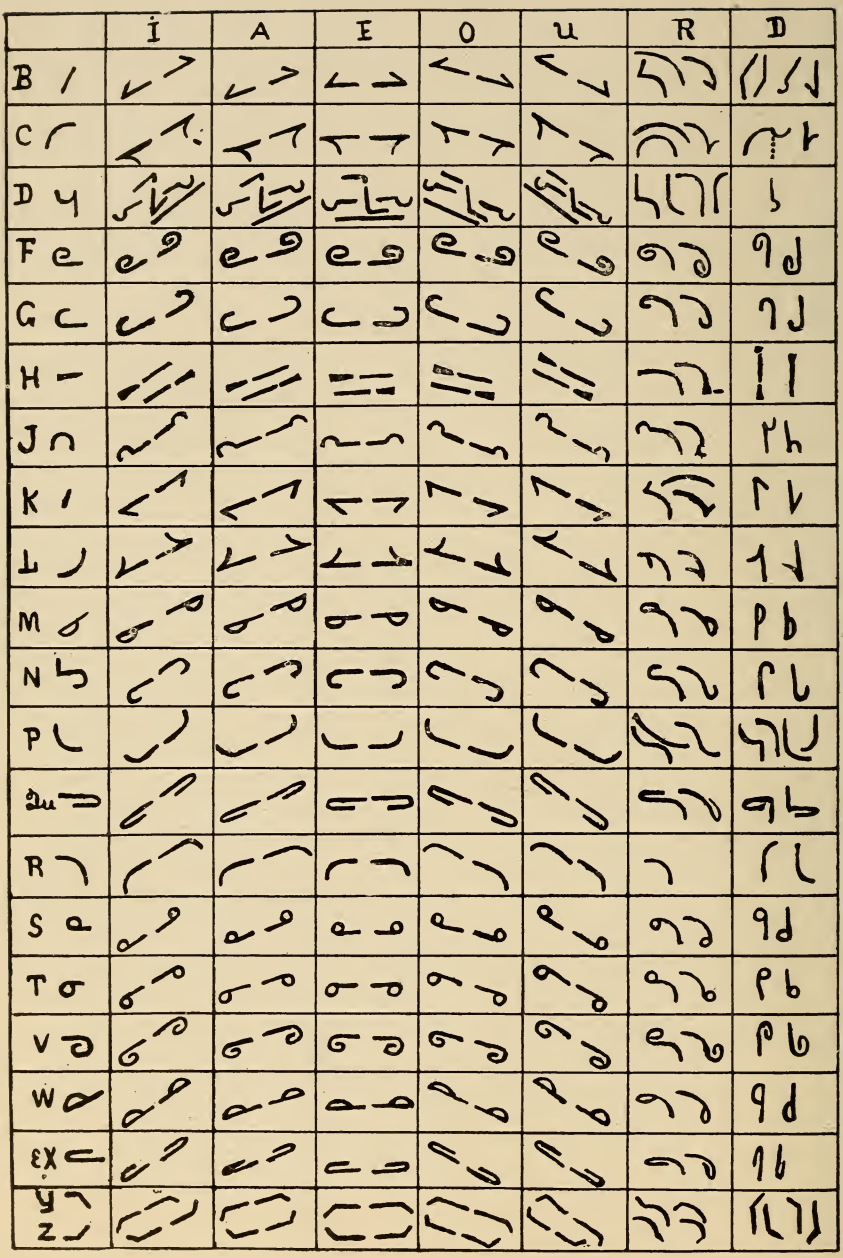
3. Form like combinations with "d-n-b-k-h" in place of "c-r-p-l."

4. Memorize the character forms on "Plate I, Fig. 7," with regard to their position on the vowel stem as "up-left inside curve—" and vice versa.

5. Practice formation and union of the characters by attaching them as in Fig. 7 to "c-r-l-p-" curve alphabet characters; to "d-n-b-k," line characters, up-down, etc., as the case may be.

PLATE TWO

CONSONANTS WITH VOWELS



PART IV—PLATE II

CONSONANTS WITH VOWELS.

In the article on vowels it is noted that "i" is an upward right stroke or line of about forty-five degrees slope; "u" is a downward-right stroke of the same degree of slope; "e" is a horizontal-right stroke; "a" is a right stroke midway between "i" and "e" and "o" a right stroke midway between "u" and "e"; compound vowels or dipthong being designated by abruptly curving the stroke of the predominant vowel sound in the direction of the position of the associate vowel stem, or by writing both vowels in a shortened form.

(See Plate 1, Figure 3).

All vowel stems begin at the writing line or at its position relative to the flow of writing if the paper is unruled, or at the end of the letter forms, when joined to previously written forms. The entire word should be written without lifting the pen.

The consonant characters, as related to the vowel stem, are either "up" or "down" characters. That is, they are written above or below the vowel stem, whether at the front or at the end of the stem. "Up" characters are always written on the inside of a curved character and on the left side of a vertical character, while "down" characters are written on the outside of curved characters, and on the right side of vertical characters.

The "vowel consonant" characters are twenty in number and of ten different kinds or form, each form being used to represent two letters or letter sounds, distinguished by being

written below or above the vowel stem, and designated as "up" characters and "down" characters.

The "up" characters (Plate I, Fig. 7) are g-d-p-l-ex-f-w-s-b-z. The "down" characters are n-j-r-c-qu-v-m-t-k-y.

These "signs" are paired in the manner that least conflicts in writing and in that most easily memorized. Notice that g-n have the same "hook" character; "g" being turned upward on the vowel stem and "n" downward. Characters "d" and "j"—"p" and "r"—"l" and "c"—"ex and "qu"—"f" and "v"—"w" and "m"—"s" and "t"—"b" and "k"—"z" and "y" are paired in like manner. Notice that the first five characters are curved characters, consisting of half and quarter circles of ellipses; the sixth an open compound loop; seventh and eighth closed loops and circles and the ninth and tenth straight line characters.

All of these "consonant vowel characters" follow the forms of the alphabet characters. (Plate I, Figs. 1-2). In addition to these characters, "d" and "n" each have a straight line character used to facilitate writing and to which small characters such as "s" and "t" may be attached. These two extra characters are written at right angles to the vowel stem, or vertical as to the writing line of the page. Notice that g-n-d-j-ex-qu-f-v-k-m-s-t are in the exact forms of the "alphabet or capital" characters. In writing these characters, the vowel stem determines the position of "up" or "down."

Notice that "p" is in the same position relative to the writing line as the "capital" of the alphabet, when written at the **front** of the vowel stem, and is reversed when written at the **end** of the vowel stem, but retains the distinction of an upward-out curve in relation to the vowel stem. That "r" takes the "capital" letter position at the **end** of the vowel stem and the reverse position at the **front** of the vowel stem, retaining

the distinction of a downward out curve in relation to the vowel stem.

The "l" character retains its "capital" letter position at the **front** of the vowel stem, and is reversed at the **end** of the vowel stem, but retains the distinction of **above** the vowel stem at an acute angle with it, or an in-curve formation. The "c" character takes its "capital" letter position at the **end** of the vowel stem and the reverse position at the **front** of the stem, retaining the distinction of being written **below** the vowel stem at an acute angle.

Of the straight line characters, "n" and "d" are written at right angles to the vowel stem, either up or down, or vertical to the writing line when used as the initial consonant; "n" being one-half the length of "d", and they may be added together in length to make the compound "nd." The characters "b" and "k" retain their "capital" letter positions respectively at the **front** and **end** of the vowel stem and the reverse positions at the opposite points, but retain the distinction of **up** and **down** and an acute angle with the vowel stem. The same is true of "z" and "y", which retain the distinction of **down** and **up** and an obtuse angle with the vowel stem (Plate I, Fig. 7).

The several consonant signs always retain their distinctive angles with the vowel stem whether written at the front or end of the stem, and always retain their distinctive position of above or below the vowel stem, as the case may be. Keep constantly in mind that "up" always includes the inside of the curve characters and the left side of vertical characters, while "down" always includes the outside of curved and the right side of vertical characters. For example, the "s" character is written above the vowel stem "e," on the inside of the curve of "p" capital character, and to the left side of the

vertical "d" character, while a like circle for "t" is written below the vowel stem "e", on the outside of the curve of the "p" capital character, and to the right side of the vertical "d" character. The same distinction is true for all "up" and "down" consonant characters when attached to vowels or other consonant characters, the same rule applying also to compound consonants. Plate II—tables the combinations of single consonants with the several vowel stems, both at the front and at the end of the stem. Care should be exercised to make all characters distinct, of small size, and proportionate to the vowel stems. The characters for s-t-h may be made by pen pressure, making a dot below the line for "t", above the line for "s" and a shaded "wedge" at the beginning or end of the vowel line for "h", according to its position before or after the vowel, or by writing a shaded "h" in the direction of the accompanying vowel.

EXERCISES.

1. Write all of the combined consonant and vowel characters shown on Plate II, giving each its correct sound at the moment of writing. Do not memorize two distinct letter "signs" for the combination, but memorize and write as one sound, not as "m-e" but as "me"; not as "a-t" but as "at". Note carefully the position of the consonant characters relative to the vowel stem.

2. Write characters large at first and gradually reduce in size as facility in writing is acquired, to the size most conveniently made by one stroke of hand, wrist and pen for each combination.

3. Write all possible combinations with each vowel stem, writing a consonant at the front of the stem and another at the end, and note all combinations which are words or syllables in words known to the writer.

4. Take the consonant character "b", (Plate 1, Fig. 7) place it at the front of vowel stem "e" and then place each consonant character at the end of the sign "be" thus formed, making the combinations "beb"—"bec"—"bed", etc. Note and practice those which form words or syllables used in words. Perform the same exercise with each of the other vowel stems.

5. Perform the same exercise using c-d-r, etc., respectively as the first consonant of the combination, and b-c-d, etc., respectively, as the last consonant of the combination, using each vowel in succession, as "bub"-"bib"-"bob"; "cub"-"cab"-"ceb", etc.; "buc"-"bud"-"buf", etc. Note and practice all the combinations that constitute words or known syllables.

6. Have one syllable words read to you and take down from dictation, writing the words as combinations, with one stroke of the hand, wrist and pen. Do not practice for speed at first, as speed comes with practice, but give your attention to certainty of formation and write, not as a union of letter sounds, one after the other, but as a single sound for the combination. Grasp the form of the entire syllable in the mind and write it with one continuous movement of the hand and pen.

7. Combine the syllables formed in the previous exercises into words of two, three, or four syllables. Do not waste time in practice upon combination unknown to you as words or parts of words.

8. Practice the following words, writing each syllable by sound as one form, omitting double and silent letters.

EXERCISE.

at
as
all
am
are
bad
bat
ban
bet
bug
can
cot
cut
cur
cab
den
dab
date
dug
door
dog
ear
far
few
for
fine
fat
foot
fan
gone
get
gab
gin

gum
gun
gas
how
hen
her
hem
hat
in
ill
it
if
is
jag
jar
jug
Jim
jot
keg
keel
keen
keep
kit
line
lug
late
let
lip
man
met
mess
mud
mole
nap

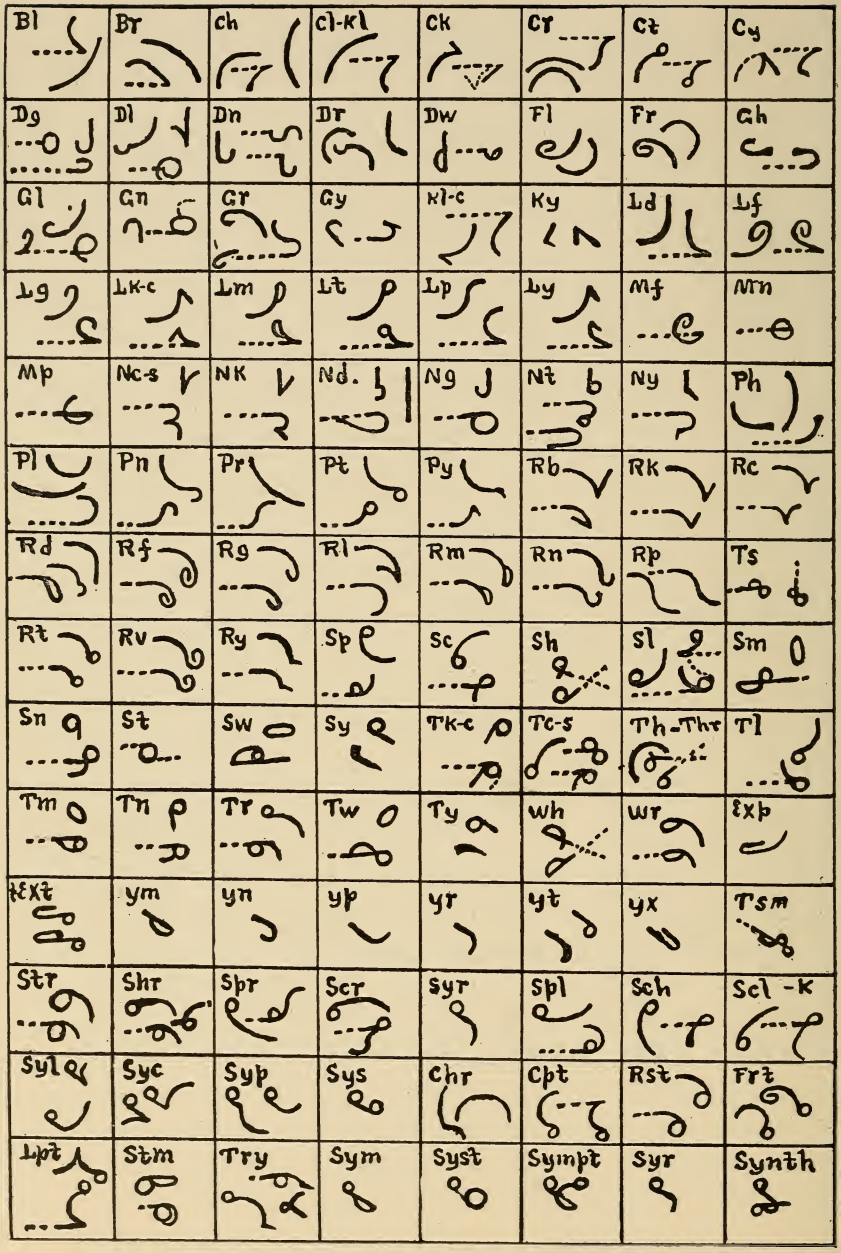
nab
nor
nut
nag
ore
our
one
odd
pen
pan
pull
quill
rat
run
rub
sat
son
save
sum
tab
take
tar
tan
van
vat
won
was
were
wig
your
yes
yet
zip

EXERCISE—CONSONANTS AND VOWELS.

1	above	33	helium	65	echo
2	at all	34	hesitate	66	elate
3	adage	35	honor	67	elevate
4	abate	36	idolize	68	emir
5	alive	37	oral	69	emit
6	abase	38	peril	70	endure
7	abet	39	pillar	71	even
8	abide	40	quorum	72	exceed
9	abuse	41	regal	73	excite
10	also	42	roman	74	expel
11	awful	43	solar	75	joker
12	bail	44	sodden	76	kalif
13	callow	45	tolerate	77	kinetic
14	caravel	46	tolu	78	ladder
15	caucus	47	tunic	79	lariat
16	cellar	48	tunnel	80	laurel
17	censor	49	bailor	81	legal
18	cider	50	banter	82	lever
19	colonize	51	barber	83	local
20	debar	52	barred	84	manor
21	decay	53	basin	85	moral
22	decide	54	batten	86	native
23	delete	55	began	87	nature
24	denizen	56	begin	88	unite
25	favor	57	beginner	89	upon
26	feline	58	belate	90	vanilla
27	finance	59	cadet	91	venom
28	follow	60	cajole	92	vexed
29	fusil	61	caller	93	wagon
30	gallon	62	denial	94	widen
31	goaler	63	dominate	95	yellow
32	habit	64	duffer	96	zeno

PLATE THREE

COMPOUND CONSONANTS



PART V—PLATE III

COMPOUND CONSONANTS.

Compound consonants may be divided into three classes: Those in which the sounds of the consonants coalesce into a single utterance sound, such as "rl-rd-pr-sp-cpt-exmpt-" etc. Those that occur together in a word but do not coalesce in sound, the one belonging in sound to one syllable and the other to the following syllable, and each uttered as components of distinct syllables, such as "sm-" in prismatic, "pn" in hypnotic, and those which appear together but one of which is silent, such as "g" in design, "c" in black, etc.

As consonants are written according to sound of utterance, the latter class are written as if the silent letters were absent, unless it is especially necessary to distinguish the form, in which case both consonant characters are written joined together. The second class may be written as compounds joined to the vowel of the preceeding syllable to promote speed, but so writing them detracts from legibility and confuses the writer when the compound merges into a single symbol or consonant sign. Judgment should be exercised in this respect, and it is wise to distinguish the syllables, if convenient, by writing each syllable as a complete form and in one movement, rather than to tie them together with a compound consonant form, part of which belongs to each syllable.

The first class mentioned, which are the true compound consonants, may be divided into two classes: Those that occur most frequently at the beginning of a word such as "pr-pl-sc-gr-ch-," etc., and those that occur at the end of a syllable

or word such as "rd-rg-ng-rl-cp-cpt-rld-etc." Many compound consonants are but seldom used and these can be formed from the consonant characters at will, while others occur with such frequency as to make up the body of a writing. This latter class will receive special treatment in separate articles.

Compound consonant characters are formed by uniting the consonant characters in a determined way upon a general plan, so that a uniform system of construction is followed under all condition of writing. By this method the memory is relieved from the labor of acquiring, and the strain of retaining and recalling innumerable arbitrary forms and signs. If the memory fails to recall the particular form of a compound it can be built up at once from the compound consonant characters by the method used. This method also facilitates the reading of notes, for if in doubt, the writer can follow the building of the form from the vowel through many additions of consonants however complex the forms eventually become. A compound consonant at the beginning of the word or syllable is attached to the front of the first vowel stem and the following compound to the end of the same vowel stem if it belongs to the first syllable, otherwise it is attached to the front of the following vowel stem as part of the next syllable. In compounds of the second class, which are in fact separate distinct consonants standing together, each consonant is attached to the vowel of the syllable with which it is uttered. This method avoids confusion and facilitates reading, and allows the writer to follow the form of utterance and grouping of sounds as used by the speaker.

If the compound consists of three, five or more consonants grouped together, they should be written as such if spoken as one sound, otherwise they should be divided and allotted to the syllables according to the manner of utterance. Forms

for multiple compounds may be built up from the consonant characters at the moment of writing by applying the rule of formation hereafter explained. All compounds should be written with one stroke of hand and pen and as an entire complete form or sign. In writing on vowel position, the consonants of the first syllable are written as a compound on the position of the vowel of the syllable and the vowel stem omitted, and contractions of syllables are made in the same manner and attached to a written vowel stem or other character.

EXERCISES.

1. Practice writing the compound characters shown on plate III until you can write them from memory on hearing them pronounced.

2. Analyze each character into its alphabet characters by comparing with the characters of the alphabet shown on Plate 1, Fig's. 2-7.

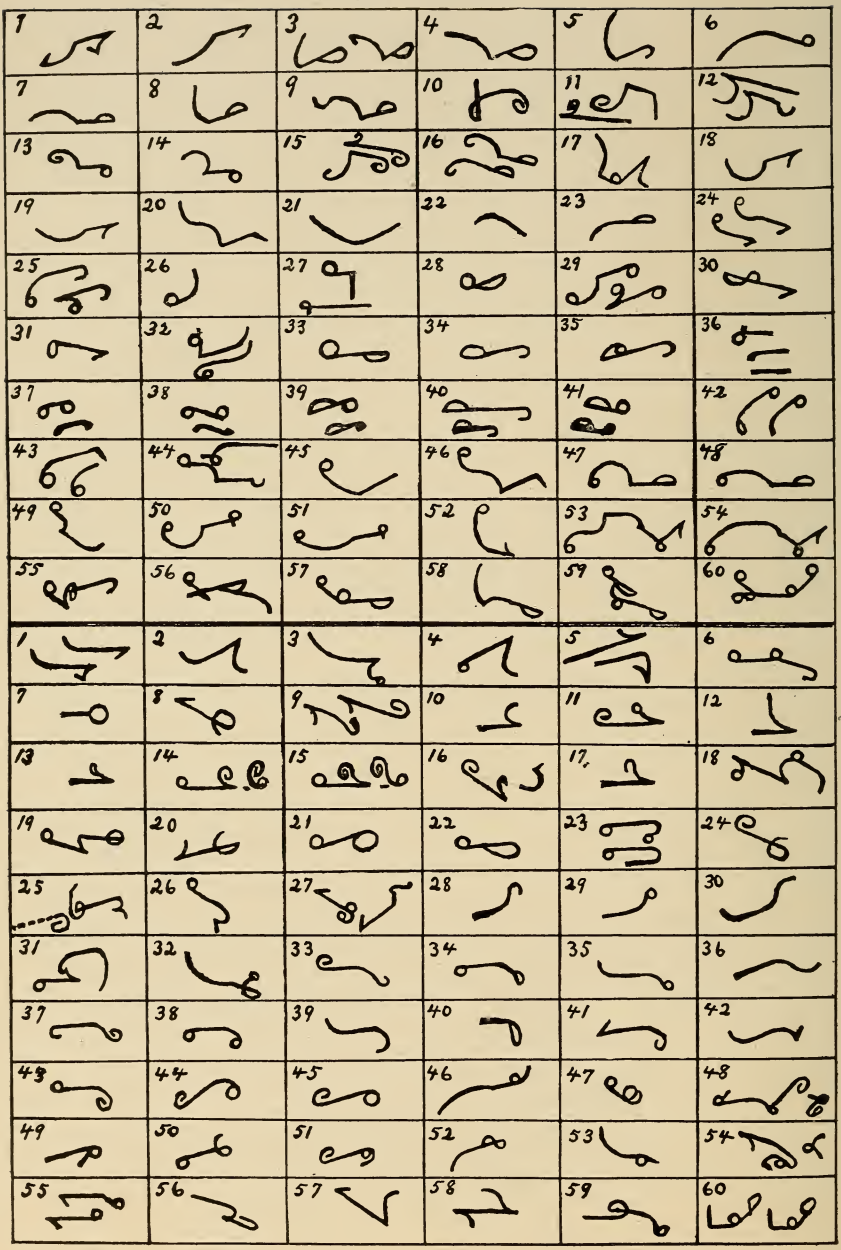
3. Taking the dotted line shown in connection with the small compound characters as a vowel stem, compare each character with Plate 1, Fig. 7, and analyze each into its component characters, keeping in mind the "up-down-in-out-curve" rule explained in connection with Plate II, and in the article on "consonants with vowels."

4. Write out words each containing one of the compound consonants shown on plate III.

PLATE FOUR

COMPOUND CONSONANTS

1. Prefixes—2. Suffixes



PART VI—PLATE IV

COMPOUND CONSONANTS.
PREFIXES.

True compound consonants are of two classes relative to their position in the word or syllable. Those occuring most often as the beginning of the word or syllable, and here called prefixes and those most often found as the ending of a word or syllable, and here called suffixes.

In the order of frequency of use, prefix compounds are as follows: "st - pr - th - tr - sc - sh - gr - sp - wh - cl - fr - gl - ch - bl - cr - dr - dw - sm - sn - wr - tw - sk - sw. In such combinations as ty-sy-ly-by-etc., the "y" is treated as a vowel and the accompanying consonants attached to it as such. Compound prefixes consisting of more than two consonants, in the order of frequency of use are as follows: "str-sch-scl-shr-spr-spl-;" This class of compounds containing "y", which is treated as a vowel under vowel rules, consists of the following: "sym-syl-syr-syc-sys-syp-syst-synth—." The last two being compounds of compounds.

Notice (Plate III) that the prefix compounds are made up of "capital" alphabet characters but some may also be written under the vowel attachment rule, and are to be written in this manner when they occur as the ending of a syllable, either at the end of a word or within the body of the word. The same rule applies when attaching a consonant hook, circle, etc., to a consonant stem such as "p-r-c-n-d," etc. In order to facilitate writing of prefixes, the curve of the compound curves formed by the union of the alphabet characters is modified by drawing

a plain curve from one end of the compound curve to the other, following the direction of the curve of the first consonant character, as in "cl-pr"; In the case of "cr-pl" the half circle formed by the union of the alphabet characters is flattened into easy writing form, but still retains its distinctive curve. In the case of "bl-br-ch-ph-" the curve of the dominant character is followed, adding the length of the straight line character to the length of the modified curve. In the case of "thr-fr-fl-" the quarter circle of the combination is accentuated into a half circle in oblique position to the writing line and the attached hook sign omitted in rapid writing. The same method is followed with compounds containing three or more consonant characters and of which these compounds are a part. A comprehensive outline of these modifications is shown on plate I, figs. 4 and 5. All other prefix consonants are formed by union of the alphabet characters written under the rule of "up-inside curve-left of vertical" and vice versa. Thus "gr" is formed by attaching the "g" hook to the inner curve of the "r" character; "sp" by attaching the "s" circle to the inner curve of the "p" character, etc. The combination of the small alphabet characters are made by writing the characters; Thus "st" is a larger circle than "s" or "t" alone, and is attached to either side of the curved or vertical consonant character: Characters "sm-sw-tw" are a union of the alphabet signs of the component consonants and are distinguished in writing as ovals lying in different directions or planes, but may be attached to the vowel stem in divided form. The compounds "sh-th-sn-dr-", etc., are made up by uniting the alphabet characters of the component consonants, keeping in view the distinguishing rule of "up-left" and "down-right." The compounds containing three or more consonants are constructed on the same plan, thus "str" is made up by attaching the "st" compound sign to the curve character "r" etc. All other compounds are con-

structed on the same plan as they occur in writing. In adding a vowel stem to the compound curve sign, the curve may frequently be drawn roughly from the beginning of the prefix compound consonant curve to the end of the vowel stem, in one complete stroke of the pen, as in writing the syllable "prom", the "pr" curve is extended to take in the distance occupied by the vowel stem "o" and the "m" loop added to the outside of the curve which would also be the "down" side of the vowel stem; likewise the syllable "prow" can be written with the same form, adding "w" loop to the upper or inside part of the curve. In writing on vowel position the "pr" sign would be written below the writing line, omitting the vowel stem "o" the "m" loop added together with the remaining characters of the word. These modifications will be explained under the subject of "speed forms and style of writing."

EXERCISES.

1. Write out all of the prefixes shown on plate III, construct any not shown by uniting the alphabet characters, and practice writing them until perfect familiarity and ease of writing is secured. Write by sound of the compound in utterance and not as letter sounds of the component characters.

2. Analyze all of the forms of prefixes shown on plate III by separating each one into its component parts and compare with the alphabet characters shown on plate I, fig. 2.

3. Compare with the alphabet characters and practice forming the modified forms shown on plate III and compare with the outline or modified forms shown on plate I fig's. 4-5.

4. Practice forming the words given for practice (Plate IV) and make lists of words for practice. Write each compound character as a single "sign" and with one stroke of the

pen. In writing words or syllables add the following vowel as part of the first pen stroke and the following consonant or compound consonant whenever possible.

5. Use plate I, fig's. 4-5; plate III and the first part of plate IV to check and verify the correctness of your work.

6. Review all of your previous work, reading each previous article carefully and verify the statements there made by reference to the plates, and practice, analyze and verify the forms shown on plate IV, part 1.

PREFIX. PLATE IV, part I.

1. black
2. black
3. brand
4. brand
5. chain
6. close
7. crew
8. draw
9. draw
10. dwarf
11. flood
12. flood
13. fret
14. fret
15. glove
16. grow
17. physical
18. place
19. place
20. pray
21. pray
22. rhue
23. rhew
24. spoke
25. scan
26. ship
27. shed
28. sham
29. slat
30. smoke
31. smoke
32. snap
33. stem
34. swan
35. swan
36. the
37. that
38. those
39. what
40. when
41. whose
42. write
43. stray
44. shred
45. spray
46. spray
47. screw
48. screw
49. syrup
50. splash
51. splash
52. school
53. sclerotic
54. sclerotic
55. sylvan
56. sycamore
57. system
58. chrome
59. symptom
60. synthesis

PART VII

COMPOUND CONSONANTS.
SUFFIXES.

Suffixes, in the sense here used, are those compound consonants occurring as the ending of a syllable or word. In the order of frequency of use they are as follows: —"st-ng-ly-nd–rt–ty–ct–ld–rk–nt-rg-rm-pl-pt-nc-(s)-gn-(n)-gh(f)-vd-rn-rl-bl-mb-ny-rv-ft-lt-lm-lp-mp-nc(k)-ph(f)-xt-ck-(k)-dl-dg–dn–lk–lf-lb-mn-rf-tp-tl–tn–ts–bv–cy–ys–yx."

The compounds "gh-ph", unless desired to distinguish are written by sound of utterance as "f"; "gn" is written as "n"; "ck" as "k" and all those suffixes containing "y" are treated as consonants attached to the vowel "y" stem and are so written. The compound suffixes containing more than two consonants are as follows; "stl-cpt-rst-fst-stm-ngl-lpt-mpt."

These are formed and written according to the rule controlling the formation of two character compounds. Many of the prefixes such as "st-gr-pr-th-sp-pl-ch-" etc., are also used as suffixes but have been discussed under the subject of prefixes. When used as prefixes the alphabet characters, written in relation to the writing line are usually employed, but while either form may be used, it is advisable to write them as suffixes under the vowel position rule in the same manner as other suffix compounds are formed, keeping in mind that in the latter event, the relation to the vowel stem determines the direction and position of the compound form and not the writing line. This same "vowel consonant" rule is applied to the formation of all of the compound suffixes.

Thus "g", being an "up" consonant sign, is attached to

the inside of a curved consonant character such as "n", the two when united forming a perfect circle or horizontal oval larger than the "st" sign and written below the vowel stem for "ng", while the "n" being a "down" character is turned outward on the curve of the "g" hook making a form like the letter "s" written above the vowel stem for "gn". But as the in-curve of "g" would be "gg"—the circle above the line can be used for "gn", and as "gn" is usually written as "n" this circle above the vowel stem can be used as a speed form for a word ending, without creating any confusion in the reading of notes. "Vowel-consonant characters" (Plate 1, Fig. 7) may conveniently be divided into six general classes; First: Those consisting of circles and loops which are merely added to a consonant character to form a compound such as "s-t-w-m-f-v", and these may be compounded with each other into larger circles and ovals, such as "st-tw-sm-sw-tm".

These latter forms occur mostly as prefixes and seldom as suffixes. The distinction of "up-inside curve-left vertical" and vice versa, is always maintained in suffix formation. Thus "s" is added to "r" on the inside of the curve and "t" on the outside; "w" on the inside of the curve and "m" on the outside; "f" on the inside of the curve and "v" on the outside, "s" on the left of vertical, "n" and "m" and "t" on the right.

Second. Those characters consisting of a quarter-circle forming an "obtuse angle" with the vowel stem, being "p" which is turned upward and outward from the vowel stem and "r" which is the same character turned downward and outward from the vowel stem. In compounding, "p" turns inward on the curved consonant character and "r" turns outward.

Third. Those consisting of a quarter-circle forming an acute angle with the vowel stem, being "l" which turns upward and back on the vowel stem and "c" which is the same

character turned downward and back on the vowel stem. In compounding, "l" turns inward on the curved consonant character and "c" turns outward.

Fourth. Those characters consisting of half circles or hooks parallel to the stem, being "g," which turns upward and inward on the vowel stem and "n" which turns downward and inward; and the same form written at right angles to the stem, being "d" which turns upward and "j" which turns downward.

In compounding, "g and d" turn inward on the curve character and "n and j" outward. The straight line characters of "d and n" may be used.

Fifth. Those characters consisting of the half of a small elongated elipse consisting of "ex" which turns upward and inward on the vowel stem and "qu" which turns downward and inward on the stem.

Sixth. Those characters consisting of straight lines written at an acute angle with the vowel stem, being "b" which turns upward and inward on the stem and "k" which turns downward and inward on the stem. Also those straight line characters forming an obtuse angle with the vowel stem, being "z" which turns upward and outward on the vowel stem and "y" which turns downward and outward on the stem.

These forms and distinctions should be thoroughly impressed on the memory by reference to Plate I, Fig. 7 and Plates II and III, as they constitute the rule for the formation of compound consonants at will. In rare cases, where a conflict exists, as when "l or p", both up curves, are compounded with "r" a down curve, the rules require both "l and p", to turn in on the "r" curve, but conflict is avoided by facing them different ways, the "l" completing a half circle with the "r" curve for "rl" and the "p" with the "r" taking the

form of the compound curve "rp" used in prefix formation, clearly distinguishing a seeming departure from the rule without confusion. Many of the forms produce by the operation of this rule are never used in writing as the union of consonants represented by the sign produced are not found in words, and these may be omitted from consideration. The first class being sufficiently explained in this article, suffixes will subsequently be discussed relative to the second class in union with the other classes; the third class in the same manner and likwise with the fourth, fifth and sixth classes, omitting however those forms seldom used in writing, and confining our attention to about the first ten or fifteen compounds enumerated at the beginning of this discussion.

EXERCISES.

1. Write out and practice the suffixes shown on Plate III and on plate IV, part 2, and mentioned in the list given at the beginning of this article, and construct any there mentioned and not found on the plate by writing the component consonant characters as shown on Plate 1, Fig. 7.

2. Analyze the suffixes shown on Plate III by separating them into their component characters and verify the analysis by comparison with Plate 1, Fig. 7.

3. Practice the words given, using Plate IV, part 2 for reference; analyze these words into their component characters and verify the analysis by comparison with Plate 1, Fig. 7, keeping in mind the vowel consonant rule of formation.

4. Make and practice a list of words containing the compounds shown on the plate. Form same into sentences using

the words given under "vowels with consonants" and Plate II, to connect them.

5. Review your previous work by copying all of the Plates given and by writing the exercise words many times in succession, always with the least number of pen strokes possible. Attempt to form each syllable as a single form by one stroke of wrist, hand and pen.

SUFFIXES. Plate IV, Part 2.

1	peck	21	sang	41	berg
2	pickle	22	send	42	park
3	precept	23	tent-mnt	43	serf
4	tickle	24	funnel	44	first
5	addle	25	advance	45	fast
6	season	26	sunk	46	clasp
7	hedge	27	business	47	system
8	bugle	28	happen	48	assertive
9	cough	29	apt	49	attic
10	help	30	paper	50	tattle
11	felt	31	telegraph	51	fatten
12	held	32	prompt	52	rats
13	helm	33	fern	53	pretty
14	self	34	term	54	country
15	selves	35	pert	55	keys
16	fully	36	harp	56	onyx
17	Helen	37	nerve	57	bubble
18	sculpture	38	tears	58	cellar
19	solemn	39	pearl	59	effort
20	lamp	40	herd	60	design

EXERCISE.

1. Drive the herd close to the black shed.
2. The crew of the ship found bright pearls.
3. Lamps are apt to smoke in a draught.
4. Write this system by the key first spoken.
5. The Sycamore was a dwarf and grew fast.
6. The spray from the flood splashed into bubbles.
7. Snap the pipe stem when the smoke draws.
8. Pray where are the gloves Helen spoke of.
9. Your place is in school during the term.
10. Advance to the hedge and blow the bugle.
11. Help me carry the fern to the park.
12. He sang of the place he called home.

PART VIII

COMPOUND CONSONANTS.
SUFFIXES—CONT.

By the rule of compounding consonants previously explained, "p" being an "up" character turns in on the other characters, and likewise all other up characters turn inward on the "p" character; these are "g-d-l-ex-f-w-s-b-z." All the down characters turn outward on the "p" character in forming compounds; these are "n-j-r-c-qu-v-m-t-k-y. The "b and l" characters are treated as being alike except one is a curved and the other a straight line, the direction toward the vowel stem on "b" being taken as the outside of a curve as with "l." The same rule is applied to "c and k" below the line, and to all extensions of "n-d-th and sh."

NOTICE, Plate I, Fig. 6, that the "p" character turns upward in a quarter circle from the vowel stem "e" used in illustration, and what is true of the "e" vowel stem is true for "i-a-o-u" stems also. The characters 's-f-w-ex-st or any circular, oval or loop compounds are added to the inside of the curve of "p" character to form the compounds "ps-pf-pw-pst, etc., (Fig. 10) and "t-v-m "qu" are added on the outside of the curve to form the compounds "pt-pv-pm, etc. Many of these compounds are seldom or never used in writing. The characters "d and n" may be added as a verticle extension of the curve, upward or downward, but as "n" and "d" both have "hook" characters these may be used in preference to the vertical characters. In adding "d" to "g-n-p-r" "the straight line character may be added in a manner to form a "loop" for "gd-nd-rd-pd," and may be added to "pn" "ln" "q" "rn" in the same manner. To "l-b-k-c" it is added as an extension of the character, and after "s-t-st-w-m" it is thrown across the vowel stem and at right angles to the writing line, and added

to "f and v" at the same angle to the writing line. By thus using the vertical position for "d" vowels may be written to the "left" when following "s" etc. without confusion with "d." Increase the length of the vowel stems to add "d."

The character "h" is added as a small continuing line or shaded wedge; "y" by a mere pen pressure "tick" in the direction of downward "y" character and the same character may be used for "z" when written upward at an obtuse angle to the principal character. The characters "g-l-b," when added on the inside of the quarter curve character "p", give a three-fourths closed circle for "pg", a half circle for "pl", and a straight line acute angle for "pb". (Fig. 6).

The character "r-n-c-k, when added to the outside of the "p" character give a compound curve for "pr" which is the capital characters" reversed; a partly closed reversed hook for "pn"; an acute curved angle pointing upward for "pc" and a straight line angle for "pk" and as the latter two are spoken alike it is immaterial which is used. Other compounds not mentioned may be formed in the same manner from the consonant characters and may be multiplied by adding several characters successively, Plate 1, Fig. 11, care being taken to avoid confliction of characters. The seeming conflict between the "pc" form, where the "c" takes the form and direction of a following "p", is negligible for the reason that the position of the following "p" is determined by the following vowel stem and which will probably not be "e", thus giving the same position and relation as the "c" mentioned. The same is true of "k and y" characters.

All that has been said in relation to compounds with upward "p" apply with equal force to the compounds written downward with the character "r". Plate I, Fig. 6 inside curve gives "rs"-rf-rw-rst-rl-rg and rb. The outside curve gives rt-rv-rm-rk-rc-rn curves similar to the upward curved "p" charter compounds.

The "l and b" compounds are formed in the same manner as the "r and p" compounds, thereby reversing the figures of

the compounds. Plate I, Fig. 8, and for "inside-curve" giving the compounds "ls-lf-lw-lst-lg-lb-lp" etc. The "outside curve" characters give "lt-lv-lm-lk-lc-ln-lr". Using the straight line "b" gives the compounds for "in (or up") characters, "bs-bf-bw-bl-bg-bp, etc". (Same plate and figure), and "out" compounds of "bt-bv-bm-bc-bn, etc." The same rule is applied to "c" and "k" written below the vowel stem as is applied to the "b and l" characters written above the vowel stem, giving the same compounds with "c" and "k" and observing the same distinction as to curved "c" and straight line "k". (Fig. 8).

"cr" takes a compound curve similar to "lr" above the vowel stem, and "cp" a form similar to "lp" above the line. To "cp" can be added the circle "t" giving the compound 'cpt".

The character "g" is a small half circle or hook written above the vowel stem while "n" is the same form written below the vowel stem. With the up characters turned in on the curve Plate 1, Fig. 9, "g" forms the compounds "gs-gw-gf-gl-gb-gd-gp," few of which are used and these "signs" may be used as speed forms for word endings if desired, without any confusion arising.

With the "outside down" characters "g" forms the compounds "gr-gt-gv-gm-gk-gc-gn." The characters "gl–gr and gd" are about the only combinations with "g" in frequent use. The compound "gd" may be written as an enlarged closed loop as the "d" curved character is added parallel to the vowel stem, almost closing the loop; "gr" may take the form of an acute angle pointing toward the left as "gc" is not used, but the rule may be followed.

All that has been said of "g" may be stated for "n" character. Notice Plate I, Fig. 9 the "ng" compound forming an enlarged circle or ellipse, giving with the vowels, the word ending "ing-eng-ang," etc. Also the closed loop for "nd" giving the word endings "end-ind-ond-and-und". The ending "ing" may be an enlarged circle attached to any vowel, con-

sonant or compound, making other "ng" compounds eliptical in form.

In forming "d" compounds, the vertical character is used when "d" is the first character of the compound except with some of the prefix compounds. Plate I, Fig. 4-5, Plate III; Plate IV. "d" may be added to "g-p and r" curves by looping in the same manner as with "n", and to "n" on the "r" curve in the same manner for "rnd". In other cases "d" is added by projecting a straight line character vertically up or down or as an extension of the consonant character as "ld", and by increasing the length of the vowel stem, as "ed", and adding the consonant following the "d" if any.

The characters "m" and "w" form some definite compound characters. Notice Plate III the oblique half circle for "mp" and "mf"; the circle with the stem enclosed for "mn"; at the end of the stem for "dg". Many of the compounds may be united into higher compounds by keeping in mind the rule of formation, Plate I, Fig. 11 so that the number possible is limited only by the capacity of the language.

EXERCISES.

1. Form all possible "up" character compounds with p-l-b. Then all possible with "down" character compounds.
2. Perform the same exercise with r-c-k.
3. Perform the same exercise with "g and n" characters, also with "d" using the vertical character of "d".
4. Practice the compounds given on Plate III and make others. Practice the words given with the previous article on suffixes.
5. Review your previous work and as a general exercise for the whole field covered, practice the "connective words and pronouns" given, using compound consonants wherever they occur and check your work from Plate I, Figs. 3, 4, 5, 6, 7, 8, 9, 10. Plates III and IV.

EXERCISE—CONNECTIVES—PRONOUNS.

1 above
2 across
3 after
4 against
5 along
6 amid
7 among
8 at
9 at all
10 also
11 as
12 before
13 behind
14 below
15 beneath
16 beside
17 between
18 betwixt
19 beyond
20 but
21 by
22 because
23 both
24 despite
25 down
26 during
27 ere
28 except
29 excepting
30 either
31 for
32 from
33 forward
34 how
35 however
36 it
37 in
38 inside
39 into
40 if
41 like
42 lest
43 mid
44 midst
45 notwithsta nding
46 near
47 neither
48 nevertheless
49 nor
50 now
51 or
52 of-off
53 on
54 out
55 outside
56 over
57 part
58 pending
59 per
60 provided
61 round
62 save
63 since
64 so
65 still
66 through
67 till
68 to
69 touching
70 than
71 thence
72 that
73 upon
74 into
75 under
76 until
77 with
78 when
79 where
80 wherever
81 of
82 whether
83 why
84 whose
85 what
86 which
87 who
88 yet

PRONOUNS

89	I	him	few
90	we	hers	all
91	thou	thou	both
92	you	they	one
93	my	them	aught
94	mine	this	naught
95	our	that	every
96	me	these	none
	why	those	thing
	thine	who	body
	yours	what	anyone
	their	which	somewhat
	yourself	each	such
	yourselves	either	something
	he	neither	other
	she	some	the
	it	any	a
	his	many	an

PART IX—PLATE V

SYLLABLES.
INITIAL.

The initial vowel may be attached as a small form of the vowel stem to the first consonant form, writing the vowel in its proper direction either foreward or backward. (See previous plates). Such initial syllables as "in-an-en-on-un" may be written very small but in the same form as usual, and attached to the second vowel stem. Plate V, part 1.

Also "ad-ed-od etc," "am-um-" and all other initial syllables consisting of a vowel and consonant or compound consonants "See Nos. 1-5-33-34-35-40." The "d" may be added by increasing the length of the vowel stem.

Those initial syllables consisting of a vowel and compound consonant, such as "and-end-art-ord" "36-38-39", are written in the same manner and always in the direction of the associated vowel, except "and" which is a combination of the vertical characters "nd".

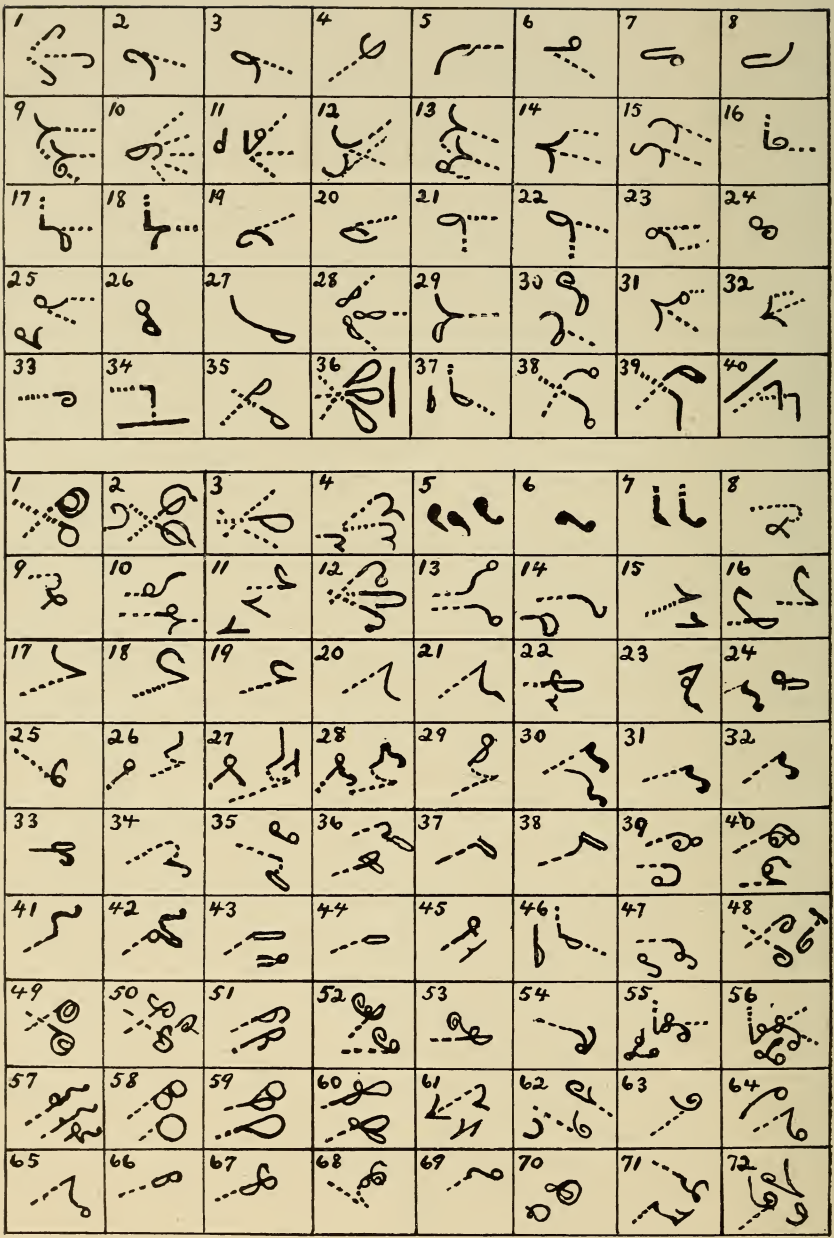
Those consisting of a consonant, a vowel and another consonant may be abbreviated by writing the consonant forms together either in the vowel direction, or upon the vowel position above, on or below the writing line to designate the vowel stem, and the vowel stem omitted.

The syllables "con-com" 2-3-are "c" written on an imaginary "o" vowel stem as if the vowel stem were present, and the "n" or "m" added as if below the imaginary vowel stem. This rule may be applied to the formation of all initial syllables of this class—19. The syllable "imp" or "mp" with other vowels may be written "4" with the "mp" terminal

PLATE FIVE

SYLLABLES

1. Prefix—2. Suffix



form or written as in "35" and the "p" attached to the second vowel stem. "Sub"-"6" is "s" attached to the "b" "vowel consonant character" and this form may be used with like syllables of all vowels. In writing this form make the character very small, shade it heavily, and keep the direction of the imaginary vowel stem the guide to the position and direction of the syllable sign. "Ext" and "exp" 7-8 can be written as given, with the consonant attached to "ex" or the consonant may be attached to the following vowel stem; "per-pol-por-col-cal-cor-cap" "9, 12, 13, 14, 32, 15, 20" are initial vowel characters joined together as if the associated vowel stems were present. Distinguish between these and the compound consonant prefixes such as "pr-pl" etc. These prefixes may be used in words of one syllable by writing the character on the vowel position, above, on or below the line to designate the vowel, but care should be used in this respect to avoid confusion.

The syllables "man, dis, des, etc., def, dif, etc., der, dec, dac, etc., med, mod, sec, sev, sol, sym, dom," "10, 11, 16, 17, 18, 21, 22, 23, 24, 25, 26, 37", are diminutive forms of the character forms. Care should be used to distinguish the direction of the short vowel stem. The characters "f, v, m, s, t" may be added to the shortened forms in the usual manner; "17, 29, 31." The syllable "prom", "27", from "30", etc., may be written by using the initial compound prefix and extending it to include the length of the vowel attached. This rule is true for all compound prefix initial syllables. The characters "t, s, m, w," may be combined along the vowel stem for "sem, tem, met, mes, etc.," "28".

Many other methods may be devised to shorten the form and at the same time preserve legibility. In perfecting speed forms always keep in mind that they should be in line with the flow of writing as much as possible.

EXERCISES.

1. Review all previous work thoroughly and practice all of the previous plate forms.

2. Practice the initial syllables given on plate V, part 1, form others not there shown, and practice thoroughly with each of the vowels attached.

3. Practice the exercise words given and compare your work with the forms given on the plate relative to initial syllables.

4. Take from dictation at every opportunity.

5. Practice phrases and sentences most used by speakers and write such phrases as "we have been"—"we remain," etc. as one "sign" as if they were a single word.

PLATE 5—PART I.

1 in-form
2 con-firm
3 com-edy
4 imp-lement
5 re-past
6 sub-ject
7 ex-tend
8 ex-pose
9 per-form
10 man-age
11 dis-order
12 pol-icy
13 port-al
14 col-or
15 corn-er
16 def-inition
17 derm-al
18 dec(s)-imal
19 can-opy
20 cap-ital
21 med-ley
22 mod-erate
23 sec-ond
24 sever
25 sol-ace
26 sym-bol
27 prom-ise
28 sem-ber
29 perm-anent
30 form-ality
31 culture
32 call-ing
33 ev-ery
34 ed-ited
35 im-itate
36 end-less
37 dom-inate
38 art-ful
39 ord-er
40 ad-age

EXERCISE.

1. In this respect we are out of order.
2. We will second your efforts to extend notes.
3. Cultivate your power of thought by close attention.
4. The proper study of mankind is always man.
5. Invest your capital in order to make gains.
6. A strong will controls the work of many.
7. To promise is only to imitate a performance.
8. Calling every day tends to destroy your welcome.
9. Moderate your demands to conform to the facts.
10. I will soon manage to restrain the disorder.
11. A medley of sounds tends to produce comedy.
12. He was the second to enter the portals.

PART X
SYLLABLES—TERMINAL

SPEED FORMS.

Many syllables are repeated in forming words with such frequency that ease and speed of writing demand a modified form of the usual writing form or sign (Plate V, Part 2.)

This is particularly true for terminal syllables occurring as the ending of words. Many of these are merely compound consonants of two or more consonants, and are written as such in the usual form. In some a vowel intervenes and occasionally two or even three vowels with accompanying consonants.

In the latter kind of terminals a contraction of form is desirable. This may be secured in many cases by omitting the vowel stem and writing the consonants in the direction of the vowel stem as if it were written before the consonant. The prefix compound consonants (Plate 111—IV) may be used as such contractions, but it should be remembered to write them full alphabet size and in position determined by the writing line and not by the vowel stem direction. Thus "per" as a terminal may be written "pr" etc.

Many of the forms may be made by merely writing a diminutive form of the ordinary form of writing, and this may be further contracted and modified by reducing the angles of the curves and otherwise facilitating the writing and at the same time produce distinctive forms, having sufficient resemblance to the fully written form to be easily identified.

The ending pronounced "shun" and variously written as "tion-sion-scion-cion" may be designated by writing the

"sound" very small and eventually contracting it into a very small compound curve, attached to the previous syllable, and written in the direction in which the "u" vowel stem would lie. Plate V—Part 2—Nos. "30-31-32"-"t" may be added to this sign "24" for cient.

The terminal syllable "shus," variously written as "cious-xious-ceous-scious-tious" may be written by its sound as a very small character and contracted to an elongated ellipse written in the direction of the "u" vowel stem. Nos. 35-36-37-38.

The syllables "ing-ang-eng-ong-ung-" are all formed by writing the circle or ellipse formed by the union of "n and g" in the direction of the associated vowel as an addition to the previous syllable.—"1." "Ing" may be made larger and attached to any form in any direction.

The double sound "inging" may be written as a larger like form "58." The syllables "ind-and-end-ond-und" are made by writing the "nd" loop in the direction of the associated vowel "3" and the compound "anding" by increasing its size "59."

The syllables "int-ant-ent-ont-unt" may be written as a diminutive form of the writing sign, directed in the line of the vowel, or modified into a partly closed ellipse "12," which may be fully closed to add "n" as in "nent" "44" and increased in length to add "m" as in "ment" 43. The letters "s-t-w-m" may be added to "ent," etc., for such words and syllables as "tent-sent-went-meant-tents-" etc., or modification on the appropriate vowel line, such as a figure eight formation of the elipse may be used to add "s and t" "43."

The syllables "irt-art-ert-ort-urt" are written very small in the position demanded by the associate vowel as shown in "13." The syllables "sy-sies-ty-ties-dy-" are written very

small as terminals, but in their usual form. "5-6-7-". And the same is true of "le-ly-al-"ll-15," modified as to direction in "le-al" to correspond to the direction to the associated vowel.

The syllables "ince-ance-ence-once-unce" and modifications of the "nc" compound are written by adding "c" to the "n" sign at the end of the vowel stem, written very small as a curved point directed toward the left on the lower side of a diminutive vowel stem to point the direction "4," or in ordinary writing size.

The syllables "ink-ank-enk-onk-unk" are written in the same manner, using straight line "k" in place of curve "c," but written in the same relative position (4). The syllables "try-tries" may be written as diminutives of the usual sign or as modified forms of "r" in front vowel position with "y" added and the "t" loop between them, using "st" loop instead of "t" loop for "tries" "8" and "tric-" may be written as a modified "r" in the end vowel position with "k" added and the "t" loop between them "9." This form may be used for all vowels by pointing the sign in the vowel direction for "tric-k, trac-k, trec-k, troc-k, truc-k" "9."

Keep in mind that "tric" sign changes direction with the vowel employed while "try" retains a fixed position relative to the writing line on the "y" sign.

The syllables "ion, xion" pronounced "yon" may be written as such sound "33, 34" by a diminutive "yn."

The various combination of "ly" such as "bly, ble, bility, ability," "16, 17, 18, 19," are various modifications of "l" and "b" written in their position above the vowel stem and may be reduced in size for speed, while "ical, cally, ctly," "20, 21, 23," are modifications of "k, l" written below the vowel stem. The syllables "ently, antly," etc., are written on the appro-

priate vowel stem as "n" with the "l" sign added and "y" added as a small "tick" sign, "22."

The syllable "ously" "25" is written as "sly," "ize," 26, as "z" attached to the vowel stem and the same for all vowels; "ized" "27" is the same with "d" character added either upward or downward; "ization" "28" is a combination of "27 and 30."

The syllables containing "v," "48, 49, 50, 53" are direct combinations of the constituent sounds and characters and "f" combinations are made in the same manner "52"; "less-lessly" are combinations omitting the vowel stem between them, "39-40;" but combined in the usual manner.

The syllables "ish, ishness," "45, 57" are diminutives of the usual forms and the same may be said of "per, ern, ism, dom, son, man, ship, some, like, ful, file, mate, mately, taneous, inous, thing, tional, fold," "10, 14, 29, 46, 47, 51, 54, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72."

The syllable "cult" is "k-l-t" combined and written below vowel stem "65" and "cles" is "k-l-s" written in the same manner, "64." The latter syllable may be written as "cl" prefix sign extended to "e" vowel stem and "s" added. It takes its position relative to the writing line, as do all such prefix signs "64."

"Ply" and "mply" "2" is "pl" compound with "y" added. "Ness" (41) is a diminutive of the regular writing sign and may be modified in writing to a small compound curve, the reverse of "shun" (30) written in the direction of the "e" vowel stem; "eousness" "42" is a compound of "37 and 41"; "tress, trous" is modified "trs" written in the "e" vowel direction for the first and the "u" vowel position for the second "55, 56." Compare with "8, 9, 4." All forms may be written of smaller size as terminal syllables, thereby promoting speed.

EXERCISES.

1. Practice the forms given on plate V, part 2, as terminal syllable attached to each vowel, writing each with one stroke of hand and pen.

2. Practice the words given, using the forms given for the terminal syllables, checking your work by comparison with the plate.

3. Analyze the forms and compare with alphabet, Plate 1, figs. 2 and 7 and with compound consonants, Plates III and IV.

PLATE V, PART 2

1 read-ing
2 com-ply (mply)
3 pre-tend
4 ad-vance
5 safe-ty (sy sies)
6 coun-ties
7 la-dy (ies)
8 coun-try
9 eccen-tric
10 ves-per
11 slow-ly (le)
12 pleas-ant
13 de-part
14 west-ern (rnd)
15 gener-al (el)
16 hum-bly (mbly)
17 port-able
18 prob-ability
19 re-ality
20 eth-ical
21 pract-ically
22 pres-ently
23 ex-actly
24 defi-cient
25 fa-mously
26 re-al-ize
27 paral-ized
28 real-ization
29 form-alism
30 por-tion
31 inva-sion
32 suspi-cion
33 comple-xion
34 compan-ion
35 con-scious
36 an-xious
37 carbona-ceous
38 cap-tious
39 art-less
40 art-lessly
41 busi-ness
42 right-eousness
43 experi-ment
44 perma-nent
45 par-ish
46 wis-dom
47 per-son
48 act-ive
49 for-giving
50 act-ively
51 lay-man
52 him-self
53 them-selves
54 worship
55 dis-tress
56 disas-trous
57 self-ishness
58 s-inging
59 com-manding
60 hand-some
61 life-like
62 faith-ful
63 pro-file
64 parti-cles
65 diffi-cult
66 inti-mate
67 proxi-mately
68 simul-taneously
69 om-inous
70 some-thing
71 constitu-tionally
72 mani-fold

EXERCISE

1. This is a pleasant country for new business.
2. Wisdom is acquired slowly and retained by effort.
3. We can safely advance to the ladies' assistance.
4. He will depart by the western county road.
5. I do not pretend that reading promotes knowledge.
6. The experiment resulted in permanent improvement in general.
7. Business has ethical rules as will presently appear.
8. There was suspicion that invasion was generally expected
9. The person most actively engaged may now depart.
10. The laymen will presently act upon this themselves.
11. Singing is exactly what I pretend to practice.
12. His companion in all probability is safely home.

PART XI

SYLLABLES—GENERAL.

Always write each syllable, if possible, as a single form and hold them in the mind by sound and not by letters. In practice work they may be spoken aloud as written or may be held in the mind without utterance. Do not practice writing single letters or words spelled out in the mind. Let the hand flow steadily toward the right and keep your writing upon and as near to the writing line as possible. When a syllable begins with a vowel, this vowel may be written as a small "tick" attached to the consonant sign following, or the first vowel and consonant or compound making up the initial syllable may be written in diminutive form, always maintaining the vowel direction, and attached to the second syllable much in the same manner as "vowel consonant characters" are attached to vowel stems. Whatever manner and style of writing you adopt, and your style and size of formation of characters should be reduced to the method most natural to you by reason of your longhand style, adhere to it consistently in your practice. Do not write "en" with initial vowel "tick" and then "an" as a diminutive combination but write both and all other similar forms in one style or the other. Uniformity of style is a great aid to memory and almost indispensable to ease of reading. Carry this uniformity as to manner, style, size, flow, and slope, into all of your practice and writing. Do not try to make the vowels of a certain length but adopt the length you find it easiest to write. The direction is the principal requirement for vowels. In writing such words as "the-

she", the "t" and "s" may be reduced to a "dot" or mere pen pressure shading and in compounds containing "h" the whole form may be made small and shaded to show "h", thus distinguishing the sound without writing the sign. Thus "h" sound can be shown by shortening the vowel stem as well as by shading it, as it always occurs with a vowel and the "h" characters, written in the vowel direction is all that is necessary. The combination was only given you to fix it in your memory.

If the syllable consists of a consonant followed by a vowel it may be written in the diminutive form as a character attached to the following vowel or consonant of the next syllable. Syllables consisting of two consonants with a vowel between them may be written in the same manner and likewise when the syllable closes with a compound consonant. This form is especially applicable to words of one syllable and should be written with one stroke of hand and pen if possible, either small, ordinary size, or large, in wrist movement style.

When the word begins with a syllable like "care-col-sub," etc. abbreviation may be accomplished by using the vowel consonant characters, positioned as if the vowel stem was present or the compound consonant sign may be used, written full size, above, on or below the line to designate the vowel. This is vowel position writing in two different forms; first, by the vowel direction pointed by the small characters, and second, by the position of the compound prefix character relative to the writing line. Adopt that style most in harmony with your style of writing and adhere to it throughout the whole system.

This method applies particularly to words of one syllable and is apt to prove confusing in words of greater length.

When the syllable opens with a compound consonant, use

the "prefix" form, attach the vowel stem and add any consonants or compound consonants that are part of the syllable by using the "vowel consonant" characters. The letters "s-t-m-w-g-n-f-v-st—" may be added to "consonant characters" when attached to the vowel stems in the same manner as when they are attached to the "capital characters" thus giving "compound vowel character prefixes" attached to and taking their position and direction from the vowel stem.

Carefully distinguish between this form of writing and the "capital prefix signs" and there will be no confusion. Do not use small characters for such compounds as "cr-cl-etc." but use the "capital prefix signs."

The vowel following the compound prefix sign may frequently be added as a continuation of the "prefix curve," making a longer, wider curve in the same direction as the prefix curve and carried to the point at which the vowel stem would terminate. A consonant or compound may be added to this enlarged form in the usual manner.

This is a very effective method of writing words of one syllable beginning with "ch-pr-cl-ph—" etc., such as "close, pray, chart climb" and may be used for words of two syllables such as "charging-praying-claimant" etc. Prefix forms may also be used in forming a terminal syllable such as "cles"-"per-cal' 'etc., giving only the compound consonant sound without the intermediate vowel, but perfectly legible and easily read. The most used terminal syllables as well as the most used initial syllables are set out on plate V. and others may be formed and used in the same manner. Where two consonants stand together in a word they may often be written as a compound consonant but care should be exercised in this respect, as such forms create confusion in reading. It is well to distinguish them by attaching one to the preceding syllable and the other to the following syllable. Follow the form of utter-

ance as closely as possible in this as well as in all other respects. Terminal syllables may be contracted into speed forms perfectly distinct and of easy writing form by flatening the curves of the syllable form or extending the curve or hook. Thus "end" may be made by extending the combined "n-d" characters to touch the vowel stem and flatening the curve of "d" making a closed loop of larger size than "m". And the same is true of "ant"-"ont" and like forms—Plates III and V. Familiarity with the initial and terminal syllables shown on Plate V will produce a speed in writing that will be as surprising as it will prove effective. Do not waste time in spelling out words. Begin your practice by writing the sound of "words," first of one syllable and then join them into longer words. Write the sound of the word and not the letter; omit all silent and double letters. Where two vowels fall together they may designate two distinct vowel sounds in which event both are written in shortened form joined together in an abrupt curve rather than at an exact angle. This softening of the angle is a step toward speed. This form may be used to designate dipthongs, in which the vowel sounds coalesce. These sounds may also be written as a curved vowel stem. In all of these vowel combinations the consonants and compounds are attached to produce the syllable as if the vowel was in the ordinary straight line form.

Practice the words following this explanation for the purpose of acquiring skill in the formation and writing of syllables as single forms or signs. This list of words contains almost every combination that may be found necessary in the formation of words and your work should be thoroughly analyzed by comparison of your forms with the plates showing prefixes, suffixes, compound sonsonants and initial and terminal syllables. Secure certainty and consistency of formation and speed will necessarily follow.

EXERCISE WORDS.

1 ab-di-cate
2 ab-hor-rent
3 a-bridge
4 ab-stract
5 ac-claim
6 ack-nowl-edge
7 act-ing
8 ad-journ-ment
9 ag-gress-ive
10 album
11 al-che-my
12 al-tern-ate
13 am-pli-fy
14 ang-ler
15 ap-plaud
16 arch-er
17 arm-a-ment
18 art-less
19 ath-wart
20 awn-ing
21 az-tec
22 black-en
23 bland-ish
24 blank-et
25 blast-ing
26 branch-ing
27 brand-ing
28 brist-ol
29 broth-er
30 cha-grin
31 chald-ron
32 charg-er
33 chart-er
34 chim-ney
35 christ-ian
36 clink-er
37 crack-ling
38 crisp-ate
39 cryst-all-ize
40 cul-vert
41 curb-ing
42 cut-let
43 cynical
44 drafting
45 drink-a-ble
46 drawl-ing
47 dredg-ing
48 ec-cen-tric
49 ech-o
50 eld-er-ly
51 elf-ish
52 emblem
53 em-broil
54 em-phat-ic
55 en-croach
56 end-less
57 engrave
58 en-joy
59 ent-er
60 en-trap
61 en-twine
62 es-pousal
63 eth-ics
64 ex-hibit
65 ex-ploit
66 ex-tract
67 fledg-ling
68 flesh-y
69 flint-y
70 frus-trate
71 ful-fil
72 glanc-ing
73 gland-ular
74 graft-ing
75 grand-ly
76 grant-or
77 gip-sy
78 im-part
79 in-crease
80 ig-noble
81 im-plant
82 in-grain
83 in-scribe
84 in-sert
85 instruct
86 in-va-lid
87 isth-mus
88 krem-lin
89 knap-sack
90 kitch-en
91 kryp-ton
92 lynch-ing
93 ly-ce-um
94 myst-ic-al
95 myth-ical
96 ob-li-ga-tion

ob-du-rate
ob-scure
ob-struct
oc-to-pus
og-le
og-re
om-ni-bus
op-press
orb-it
ord-nance
orn-a-ment
os-prey
ost-ler
own-er
phleg-mat-ic
phys-ic-al
pledge
plumber
pract-ic-al
pre-scribe
print-ing
prob-lem
pro-gram
pre-scription
quad-rat-ic
quart-er
quin-tu-ple
quix-ot-ic
quest-or
re-tract
rest-ful
rect-angle
re-dress
re-frig-er-ate
rent-al
rupt-ure
rock-et
scald-ing
sched-ule
sci-ent-ist
scle-rot-ic
scrap-er
scrumpt-ious
sculpt-ure
shambl-ing
slip-per
shrink-age
scant-ling
smudg-i-ness
spenc-er
spending
splint-er-y
squal-ly
stability
stamp-ede
stand-ard
start-le
stig-ma-tize
stitch-ing
stock-ade
structure
strongly
sub-ject-ive
swind-ling
sym-pho-ny
thank-ful
thrash-ing
thwart-ing
therm-al
track-age
tran-scribe
tremb-ling
trestl-ing
trick-ster
tripli-cate
twink-le
text-ile
un-can-ny
und-u-late
up-right
whee-zing
whirl-ing
whorl-ed
wrang-ler
wreck-er
yclept
younger
yester-day
yank-ing
york

PLATE SIX

EXERCISE

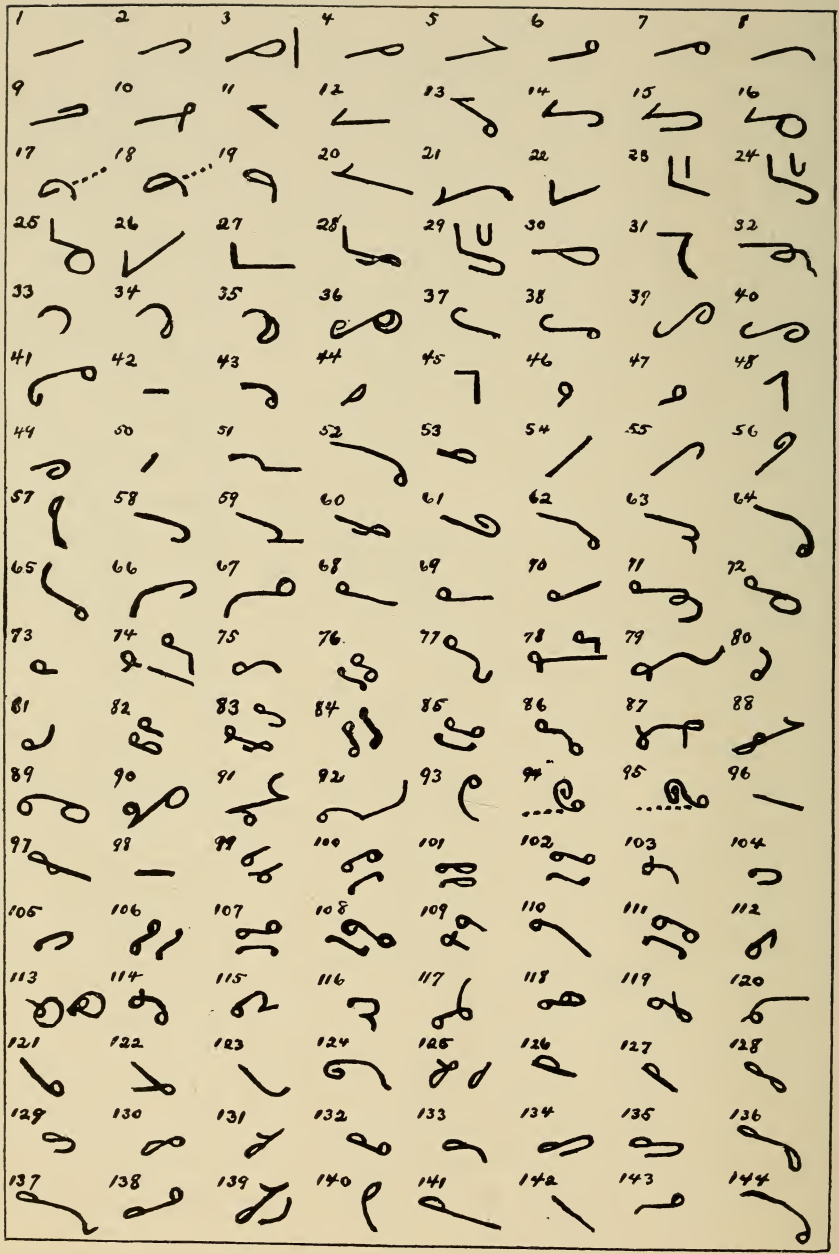


PLATE VI—EXERCISE.

1 a
2 an
3 and
4 am
5 all
6 as
7 at
8 are
9 ax
10 ask
11 by
12 be
13 but
14 been
15 bent
16 being
17 can
18 came
19 come
20 would
21 care
22 day
23 do
24 done
25 doing
26 did
27 dead
28 down
29 don't
30 end
31 each
32 every
33 for
34 from
35 friend
36 fasting
37 go
38 get
39 give
40 gave
41 great
42 he
43 hers
44 him
45 head
46 his
47 has
48 had
49 have
50 high
51 here
52 hours
53 how
54 I
55 in
56 if
57 much
58 on
59 one
60 own
61 of-off
62 out
63 once
64 ours
65 put
66 ran
67 rest
68 so
69 see-sea
70 say
71 several
72 song
73 she
74 should
75 share
76 shoot-shot
77 shorn
78 shed
79 sharp
80 ship
81 shape
82 show
83 shown
84 shut
85 shoes
86 short
87 shrewd
88 small
89 strong
90 sling
91 scalp
92 scrap
93 such
94 self
95 selves
96 to
97 two
98 the
99 they
100 that
101 them
102 those
103 there
their
104 then
105 than
106 this
107 these
108 thus
109 though
110 thou
111 thought
112 thick
113 things
114 theirs
115 think
116 thence
117 thatch
118 thews
119 thumb
120 three
121 us
122 use
123 up
124 very
125 with
126 who
127 why
128 whom
129 when
130 what
131 while
132 whose
133 where
134 want
135 went
136 word
137 work
138 was
139 will
140 which
141 would
142 you
143 yes
144 yours

PLATE SEVEN

EXERCISE

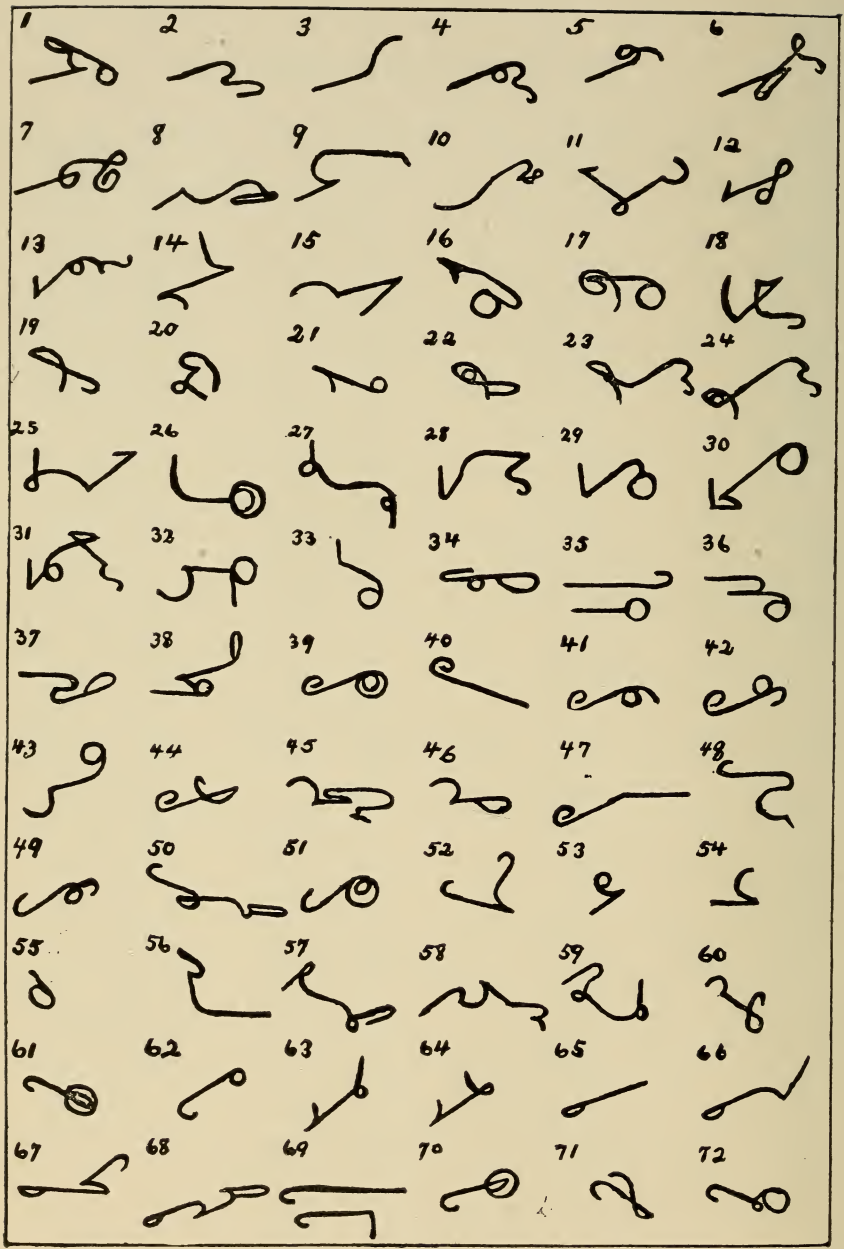


PLATE VII—EXERCISE.

1 almost
2 ancient
3 appear
4 attention
5 after
6 acquisition
7 aggressive
8 apartment
9 already
10 blankets
11 beautiful
12 basket
13 bitterness
14 called
15 cracked
16 counting
17 covering
18 children
19 common
20 country
21 cause
22 consent
23 companion
24 consideration
25 describe
26 dredging
27 dispersed
28 direction
29 dining
30 deciding
31 distribution
32 fledged
33 during
34 extend
35 edge
36 entering
37 engaged
38 escaped
39 fasting
40 food
41 faster
42 fasten
43 flapping
44 family
45 frequently
46 friend
47 faded
48 generally
49 given
50 government
51 giving
52 golden
53 hills
54 help
55 hung
56 hundreds
57 important
58 influence
59 interrupted
60 justly
61 knowing
62 knight
63 lighted
64 little
65 made
66 marked
67 medicine
68 management
69 needed
70 naming
71 number
72 nothing

PLATE EIGHT

EXERCISE

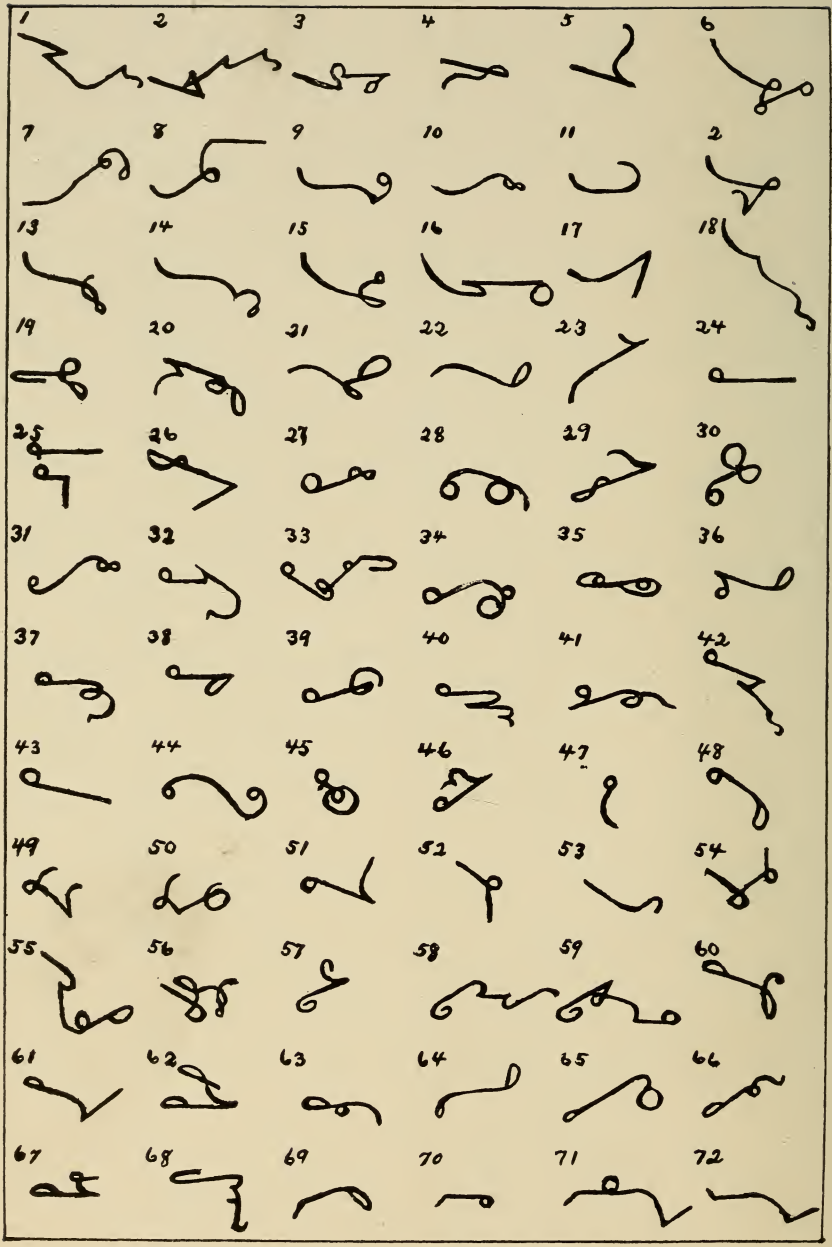


PLATE VIII—EXERCISE.

1 occupation
2 obligation
3 object
4 owner
5 older
6 prostrate
7 platform
8 pitched
9 perhaps
10 parts
11 people
12 possible
13 portable
14 perform
15 prompt
16 preceding
17 picked
18 proportion
19 questioned
20 recovered
21 rummaged
22 roped
23 riddle
24 said
25 shed
26 smoked
27 states
28 stronger
29 smaller
30 strangling
31 spirits
32 securely
33 sufficient
34 startling
35 sweetened
36 scooped
37 severally
38 second
39 sample
40 sentence
41 slavery
42 solution
43 stood
44 scruples
45 shooting
46 silence
47 touch
48 turned
49 trouble
50 triangle
51 told
52 used
53 upon
54 united
55 understand
56 uncomfortable
57 village
58 vinegar
59 victories
60 wordless
61 worked
62 welcome
63 whether
64 wrapped
65 widening
66 witness
67 wealth
68 xenophon
69 yards
70 yet
71 yesterday
72 zebra

PLATE NINE

EXERCISE

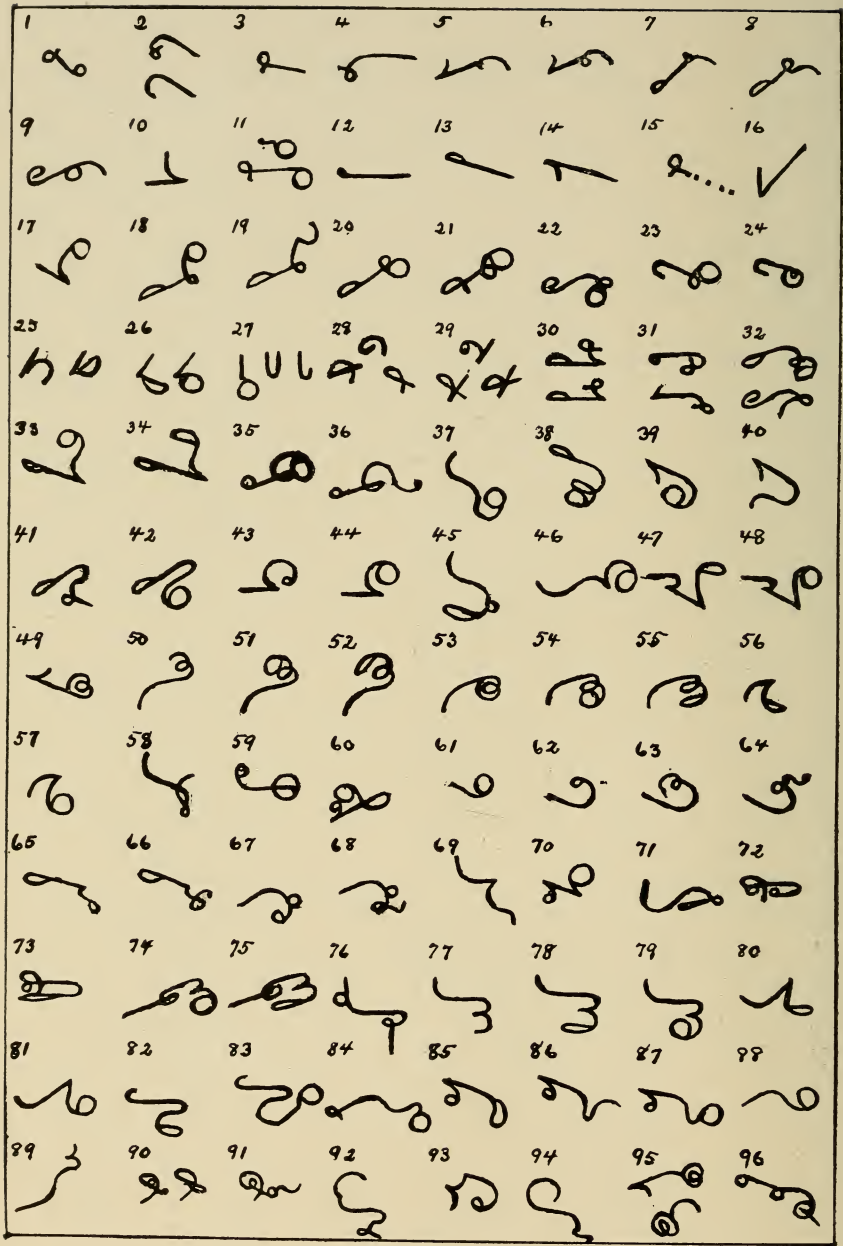
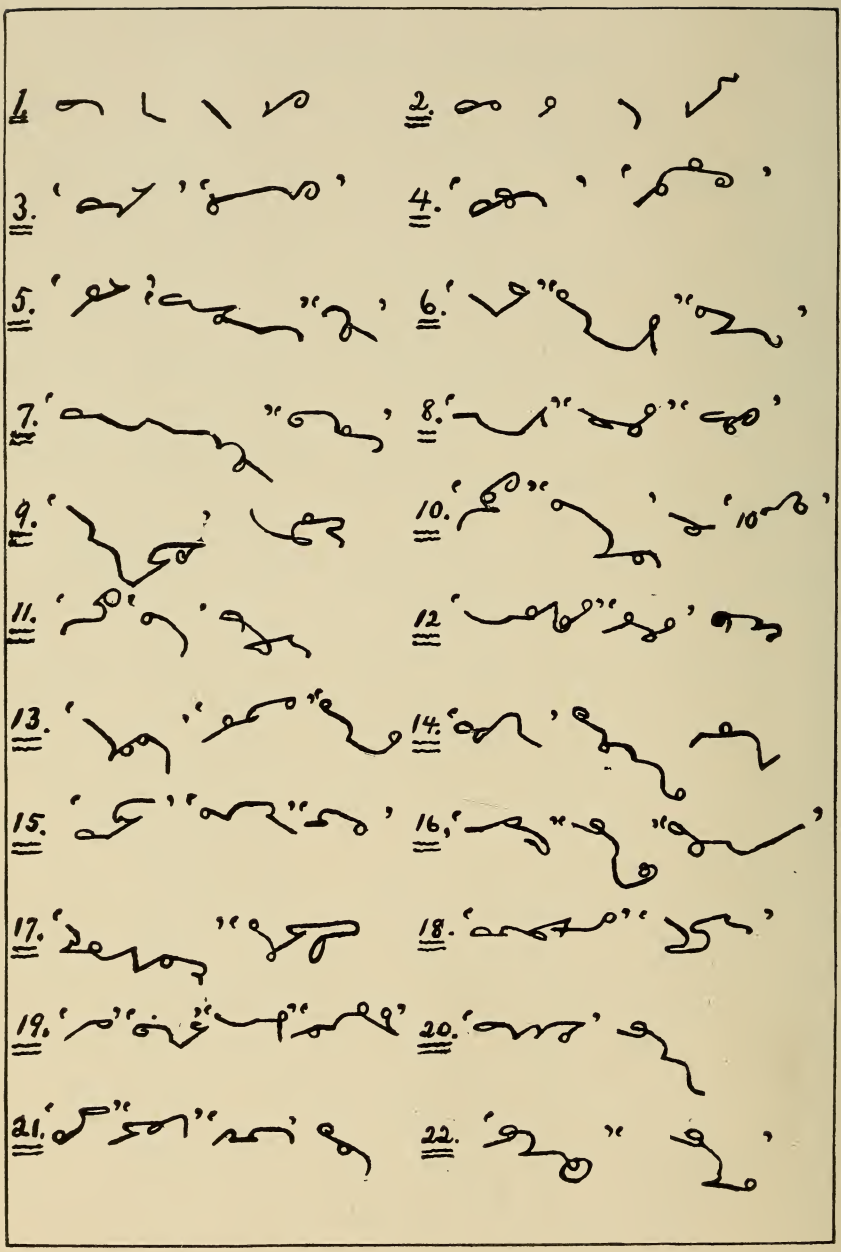


PLATE IX—EXERCISE.

1 thus
2 through
3 show
4 shred
5 later
6 lather
7 wiser
8 wisher
9 faster
10 held
11 sheding
12 said
13 would
14 could
15 should
16 did
17 holding
18 watching
19 watchful
20 wishing
21 whistling
22 farthing
23 nothing
24 noting
25 before
behind
26 beyond
being
27 do-doing
don't-done
28 can
came
come
29 because
become
became
30 wealth
welsh
31 tenth
berth
32 marshaled
farther
33 mouldering
34 mouldered
35 sampling
36 samplers
37 purpling
38 worldling
39 curling
40 curler
41 wintry
42 wintering
43 helpless
44 helping
45 portland
46 parceling
47 enobled
48 enobling
49 loafing
50 raffle
51 raffling
52 raffled
53 raving
54 raveling
55 raveled
56 reached
57 reaching
58 portable
59 spending
60 slandering
61 hoping
62 hopeless
62 hopelessly
64 hopelessness
65 motioned
66 motionless
67 heartless
68 heartlessness
69 preacher
70 schooling
71 department
72 contents
73 contentment
74 advancing
75 advancement
76 dispensed
77 pencil
78 penciled
79 penciling
80 pickled
81 pickling
82 generaled
83 generalizing
84 sharpening
85 scorned
86 scorner
87 scorning
88 harping
89 appearance
90 conscious
91 consciousness
92 carpentry
93 colorless
94 corporation
95 carving
96 totteringly

PLATE TEN

PHRASING



PART XII—PLATE X

PHRASING.

In writing from dictation the phrasing is distinctive, and properly noted, is an aid to speed in writing and legibility in reading. In addition to the ordinary punctuation, which is written with the ordinary marks, there is a punctuation of accent force, pause, etc., in spoken language. The speaker ordinarily "flows" his language in groups of three syllables and in multiples of these, the pause filling in one or more periods not uttered. If this "flow" can be grasped, writing and reading of notes are improved. These distinctive groups may be phrased and written as single forms, and as they are repeated over and over in various relations, they merit close attention and constant practice. "Such a sentence as "I hope you will be able to go," naturally falls in three groups or phrases; "I hope—you will be able—to go;" and these groups may each be written as one form by continuous progress of the pen without lifting it. This is an element of speed not to be overlooked, as lifting and placing the pen consumes much time in writing. Plate X shows phrases formed in this manner. On this plate there is no attempt made to reduce the length of the "phrase form" or modify its outline, but all sounds are written as if the component words were each written alone, except a few initial consonants, which are omitted.

These forms and all other phrasing forms may be modified in the interest of speed and yet retain their distinctive forms.

This may be done in several ways. The initial consonant of many words may be omitted as in "No. 1" the word "live" would be just as distinctive if the "l" was omitted. So in "No.

6" the phrase, "you will be" can be reduced to "u-il-b" and still be perfectly legible. Another method is to drop the "vowel" of the last syllable of each word if conveniently possible. Notice the word "relative" in "No. 10"—being written as "rel-tiv." In "No. 12"—notice the initial "tick" vowel in "Please advise" —and "as soon as" could be written as a mere compound curve without the "s or n" and still be perfectly legible. In "No. 20" —"we are" is written as "wer" and "receipt" as "rect" and "of your order" could be made a compound curve of the general form of the written words.

The word "application" may be written "aplkashun" and would be just as legible if written "aplk-shun" and the word "refused" may be written as "ref-usd." Notice in "No. 16," "the amount" has "ount" written with the modified syllable ending "unt"—(Plate V-12) curved on "o" to add "u"—for the dipthong "ou." In "No. 11" the word "communication" is written "com-un-ka-shun" and the additional form "com-kshun" which is very legible and distinctive and could be modified to meet" comission," "compression" and all similar words.

In phrase writing use the initial syllable forms and terminal syllable forms shown on Plate V for contracting the words; omit initial consonants when the legibility is not impaired, and the vowels of terminal syllables whenever possible. Adopt a distinctive form and plan of speed writing and adhere to it consistently.

In rapid writing the acute angles formed by the union of some of the characters will naturally degenerate into abrupt curves. This should not be avoided but rather encouraged, so long as legibility is not impaired. And in the same manner such forms as "I will be," "you have been," and other phrases and combinations of frequent use may be allowed to assume a flowing curved outline, perfectly legible and yet easily written.

Ease the angles of union wherever possible but do not impair the legibility or depart from the "alphabet" and writing characters and values to the extent of creating a system of your own which no other person can read.

Do not expect to acquire facility without practice. Speed is impossible unless the hand responds automatically to the guidance of the mind. In reading you do not consciously separate and recognize each letter of a word, yet the absence of one letter would be noticed. The entire form of the word has become a unit or identity to the mind and is grasped as a complete object. So in writing; while the hand forms the letters the mind is conscious only of the word and perhaps not even of the word, but of the sense and sentence. In training the hand to a musical instrument the same rule applies. You do not read the notes but the phrase, and your hand automatically responds with harmony rather than melody. In writing shorthand, keep constantly in mind, that the letter forms are merely the frame-work of the word form, and by practice in combinations rise to automatic writing of syllables, and from syllables to compound words and from isolated words to phrasing. Through all this course, practice the sounds and not the letters, whether it be single letters, or compounds of these or union of many. In practice for speed, do not hesitate over a form but write something for the sound, and after completion of the practice, correct your work carefully and practice those forms in which you find errors. To hesitate and formulate signs at the moment of writing is fatal to speed. Better omit the word or syllable entirely and depend on the contex to supply it.

Practice the phrasing shown on plate X, not as absolute fixed forms but as examples of how and what to phrase. Maintain the relation to "alphabet characters" throughout all forms; apply the rules for compounding consonants; distinguish be-

tween "vowel consonants" by position on the vowel stem and "capital characters" by position relative to the writing line. Punctuate as in writing long hand, write figures when ever necessary, capital letters by using the "Capital Alphabet forms," dipthongs and double vowels by curving the predominant vowel stem or by writing both vowels; use the "prefix compound consonants" and compound suffixes whenever necessary or possible, without mixing syllables, and maintain the "up-in-left" and "down-out-right" rule throughout all of the combinations.

PHRASING—PLATE X.

1. Where do you live?
2. What is your business?
3. When will—they arrive?
4. What were—his reasons?
5. I shall—expect to hear—from you.
6. You will be—surprised—to learn.
7. We hope to hear from you—very soon.
8. The price—you quote is—excessive.
9. Your order will receive—prompt attention.
10. Relative to your letter—of the—10th inst.
11. Replying—to your—communication.
12. Please advise—as soon as—convenient.
13. Your attitude—is a great—surprise.
14. We wired you—further orders—yesterday.
15. We will agree—to renew—the note.
16. The amount—of your draft—must be paid.
17. Unless paid at once—suit will be entered.
18. We now accept—your explanation.
19. I am—very highly—pleased—at the result.
20. We are in receipt—of your order.
21. Shipment—will be made—in the near—future.
22. After learning—of your loss.

EXAMPLES—PRACTICE.

I hope the failure—of your plans.
We enclose herewith—the deeds.
Please give the matter—your immediate attention.
Bill of lading—with draft attached—is enclosed.
We do not care—to continue—the agreement.
I did not notice—the omission.
Make us—a remittance—in payment.
We refer you—to our agent.
We regret to inform you—of our adverse decision.
What did he say—about it.
He said he would be—able to go.
What was his appearance—at the time.
He appeared to be—very angry.
When did the—fire occur.
On the evening—of June second (2nd).
What was the quotation—on the stock.
We purchased—only a few.
He is no longer—with us.
No allowance—will be made.
After this—please remit daily.
The goods are—quoted at—ten days.
No extension of time is due you.
Such an opportunity—will never occur again.
Shipments—are delayed—on account of the season.
And may be suspended—entirely.
The delay is—very unfortunate.
This will introduce—to you.
Please give the bearer—every assistance.
Receiving—no reply—I am forced to conclude.
There has been—placed with me.
I will make—every effort.
The prospects—for the future—are encouraging.
The matter—can be determined—later.
No especial—haste—is necessary.
The house—needs—much repairing.
Rents are very high in that locality.
Insurance rates have been advanced.

The profits of the business are increasing.
Your securities have been sold.
I will comply with your demands.
Neither you nor I need go.
This place, as well as the other, is sold.
This is one of the best on the market.
What do you intend to say.
There is nothing equally as good.
We have nothing to do with the affair.
Negotiations have continued for some time.
Our success has been phenominal.
Since then we have been able to ship.
We feel certain of your success.
Hoping for a favorable reply.
I notice in your last letter.
Your attorney should advise you.
I am advised by my attorney
We carry a very large stock.
The explanation seems very clear.
Your actions are at least questionable.
Though you may have been sincere.
No doubt you will be able to come.
The general tendency is toward improvement.
A great many persons attended.
We based our order upon your list.
He denies the signature to the note.
How shall we go tomorrow.
His financial standing is fair.
We accept your check on the account.
It is our custom to require references.
We are compelled to refuse further credit.
I will not be able to meet you
Please return the goods promptly.
The matter has passed beyond our control.
Title to the land is now in question.
Your application has been refused.
In consideration of your promptness.
We are unable to grant your request.

PART XIII

STYLE.

The Lewis A-V-P- Shorthand may be written in three different manners or styles which for convenience are designated (Plate XI) as 1. Alphabetic; 2. Consonant position; and 3. Vowel syllabic. The first style needs little explanation. It consists of the words spelled out letter by letter as in longhand. The vowels are written in their proper direction and consonants added by the "vowel character" rule without syllabic contractions. Notice that in the last word, "ch" is a prefix character. The position on the writing line is not considered and unruled paper may be used, the vowel direction being taken from an imaginary writing line.

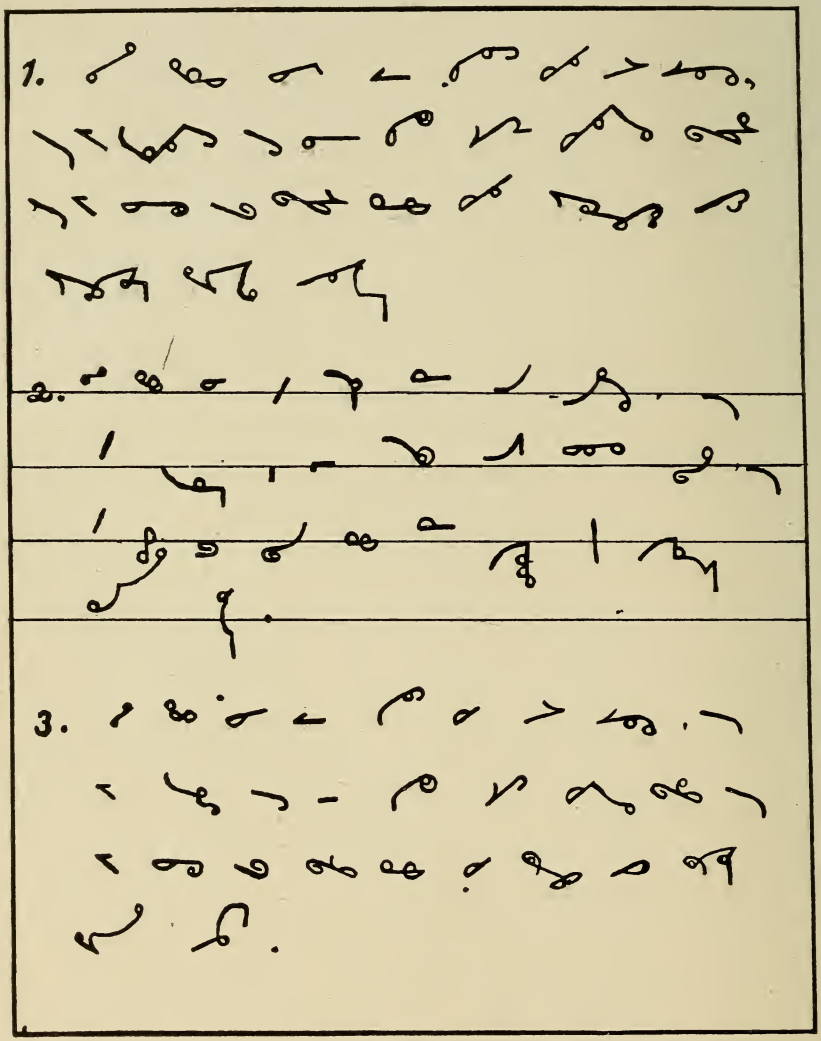
The "consonant position" or second style of writing shown on Plate XI is that used in most systems of shorthand. In this style no vowels (except possibly initial vowels) are written. Compound prefixes as well as single consonant forms are used. The word is written by placing the first consonant or compound consonant prefix on the position above, on or below the writing line to designate the first following vowel. Thus the fifth word, "written" is formed by placing the "r" character on the "i" position above the writing line and "t-n" added to the "r" curved character. The last word shows how an initial vowel may be shown by a "tick" pointing the direction of the vowel, and position given to the second vowel of the word. This method should be used for all words having initial vowels except words of but one syllable and vowel, and may be used with advantage for these.

All "vowel Consonant characters" (Plate 1 fig. 7) may be attached to Consonant characters written in position under

PLATE XI.

LEWIS' A. V. P. SHORTHAND.

"This system may be written with **All Letters** (1. Alphabetic) or by **position on the writing line** without vowels (2. Consonant Position) or by means of **Vowel Stems** with consonants and contracted syllables attached (3. Vowel Syllabic)."



the "up-left in curve" and vice versa rule. The main consonant character designating vowel position on the writing line is written in the full alphabetic form and size and takes direction and position relative to the writing line while the small consonant characters such as "s-t-st-ng-g-n-f-v-j-d-x-q, etc., are added to the alphabetic character in the same manner as if attached to a vowel stem. The small characters written alone as "f" in "o" position for "of," are written in the alphabetic form with a very short horizontal line to show whether the character is up or down, as "v or f"—"t or s." This short stem will also designate whether the vowel precedes or follows the consonant.

The third or "vowel syllabic" style is vowel stems with consonants, compound consonants and syllabic contractions attached and has been fully explained in previous chapters. In this style the vowels are designated by direction of the vowel stem and the position on the writing line is immaterial. It is the speed form of the "alphabetic" style. Adopt a style of writing and adhere to it consistently. Words of one syllable may be written in the "second style" as word signs of the third style of writing.

Pittsburgh,Pa. April 10/15

Mr John Smith,

New York,N.Y.

Dear Sir;

There is much advertising sent abroad in the land in which it is claimed that certain systems may be learned in thirty days and some even in seven. The truth of this statement depends on the meaning given to the word "learn". If to learn is to memorize the characters used then such a statement is possibly true. But this is not writing in any sense of the word and no claim is made that any degree of skill is gained in that time. Any system requires diligent practice. If you are inclined to falter remember that orators are not created by mere knowledge of words nor musicians by learning musical notation only. The union of hand and mind by practice is the only highway to success.

Very Truly Your Friend,

C.A.L.

From the record- Direct examination by Mr.Smith;

Q. What position,if any,did he occupy in the defendant Company at this time? A. He was Land & Claim agent.

Q. I show you a paper marked exhibit 1o,and ask you if you received that,and who from ? A. I got it through the mail from the Land & Claim Agent. Q. Have you the envelope for that? A. No sir,I think not. I did not keep the envelope. Q. What did you do with it? A. Threw it away. Q. I show you exhibit No.11. Is that a bill of lading ? A. Yes sir. Q. Is that the last shipment that was made by you ? A. I think it is,yes. Q. At the time you went into the city office of the defendant Company,what officials did you see ? A. I saw the vice president and the claim agent. Q. What did they or either of them say to you ? A. They said they would furnish all the cars I could use. This was the first time I went down.

EXERCISE—PART IV

1.	IV	1	2	3	4	5	6	7	8
1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART VII

L.	VII	1	2	3	4	5	6	7	8
(5) 1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART VIII

3.	VIII	1	2	3	4	5	6	7	8
1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART IX

4	IX	1	2	3	4	5	6	7	8
1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART X

5	X	1	2	3	4	5	6	7	8
1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART XI

6.	XI	1	2	3	4	5	6	7	8
1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

EXERCISE—PART XI—CONT.

7.	XI	1	2	3	4	5	6	7	8
(9) 1	1								
2	9								
3	17								
4	25								
5	33								
6	41								
7	49								
8	57								
9	65								
10	73								
11	81								
12	89								

SUMMARY.

RULES—DIRECTIONS.

1. Acquire correct style and certainty of formation.

2. Having adopted a style of writing, adhere to it.

3. Always make the same outline for the same word.

4. Write by sound, not letters—memorize in the same way.

5. Practice syllables and words—not letters.

6. Practice compound prefixes and suffixes.

7. Grasp the words and write them in the "sound groups" in which they are uttered.

8. Do not confuse compound consonants with consonants standing together but belonging to different syllables.

9. Slope vowel stems in a manner to clearly distinguish between them, but the more nearly horrizontal they are written the greater the speed.

10. Practice the commonly used phrases over and over until a perfect, easily written formation is secured.

11. Do not practice "word by word" but write the whole sentence or thought from memory or dictation.

12. Take dictation at an even rate of utterance at first and do not be hurried; re-dictate at a greater speed until it can be taken at conversational speed; then dictate one sentence very rapidly but distinctly and the next one slowly.

13. Write the words out in full at first; then contract by abbreviating; then by speed forms and syllables; write in full only for the purpose of systematizing your work and not for practical writing.

14. Study the plates if in doubt, and adhere strictly to the rules of formation. This will avoid confusion and maintain the systematic formation necessary to legibility.

15. Study "Plate 1, Fig. 7;" all up characters turn in on the curve and to the left of vertical characters—all down characters turn out on the curve and to the right of vertical characters.

16. "Capital letters" and compound prefixes" take their position and direction from the writing line, "vowel consonant characters" and "compound suffixes" take their direction and position from the vowel stem to which they are attached.

17. Speed form compounds composed of "vowel consonant characters" point the direction of the vowel which is omitted. Prefixes compounds composed of "capital characters" are written above, on, or below the writing line to designate an omitted vowel coming between them, or following the prefix.

18. Capital letters of a word are designated by writing the "alphabet character" of the letter full size and larger then the other letters of the word, or by heavy shading.

19. Double vowels and dipthongs are designated by curving the predominant vowel stem towards the position of the associated vowel or by writing both vowel stems, one attached to the others usually in shortened forms joined by abrupt curves. This rule is also applied to syllable forms such as "unt" in "count."

20. Punctuation and figures are written in the usual manner. The figures may be followed with "h" for hundred; "th" for thousands, etc. Dates may be abbreviated in the usual way using shorthand letters, as "st" for first; "nd" for second, etc. Write the signs after and near the top of figures.

21. Marks such as degree, minute and second, dollar, pound, number and percent are written in the usual manner, omitting however, as much of the ordinary sign or mark as is consistent with identity.

22. Shorten the vowel stems as much as possible. The direction is the designating mark, not the length. "h" may be shown by shading the stem, or by merely writing the omitted "h" in the direction of the vowel. Add "d" by increasing the length of the vowel stem. Maintain the relative lengths, however, in all cases.

23. The characters "t" and "s" may be made by mere pen pressure dots; "w" and "m" mere double lines at the end of the vowel stem. Maintain the distinction of size between "s", "st," "ing", inging, and anding" (plate V),. "H" may be a wedge shaped shading at end of vowel stem, and "y", "ty", "sy" wedge shaped ticks made by pen pressure. The characters "s-t-w-m-n-g-f-v" may be attached to the "vowel consonant characters." When used in this manner they are made very small in size, but with distinctness.

24. Review your note frequently and analyze your forms into their component parts. Compare with the plates and correct errors. Learn to read words as single signs or forms, and not letter by letter. Acquire a reading acquaintance with your own style of writing.

25. Note the pecularities of language exhibited by your "Dictator." Practice his "pet" words and phrases and his mode of expression. Poverty of language, narrow construction, limited view, standardized expression and grooved thought is more prevalent in the business, literary and professional world than you may imagine.

26. **Practice—writing** and **reading.**

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